

STATEMENT OF DECLARATION

**Czech School Teachers' Responses to Moral Dilemmas Experienced in
Integrated Classrooms**

This is to certify that Ibrahim Richard Bangura of the 2008/2009
Erasmus Mundus Masters Special Education Needs programme offered at
Rochester University, United Kingdom, Pjany University, Netherlands,
and Charles University, Prague, Czech Republic developed this thesis
independently.

I declare that this thesis is entirely my work. All references have been
acknowledged and that the thesis has not been submitted before for any
higher degree.

By

Ibrahim Richard Bangura

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Ibrahim Richard Bangura

Signature: Ibrahim

This dissertation is submitted in partial fulfilment for the requirement for
the award of the degree
of

Erasmus Mundus MA/Mgr Special Education Needs

August 2009

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This is to certify that **Ibrahim Richard Bangura** of the 2008/2009 Erasmus Mundus Masters Special Education Needs programme offered at Roehampton University, United Kingdom, Fontys University, Netherlands and Charles University, Prague, Czech Republic developed this thesis independently.

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Abstract

This dissertation reports findings on the study that was done into how Czech school teachers respond to moral dilemmas experienced while working with children with special education needs in integrated classrooms. The Czech Republic (especially during the period when it was Czechoslovakia) has a very long history and tradition for educating children with disabilities in highly differentiated, segregated, separate and special school settings. The Czech special education system is well developed. However, following the 'velvet revolution' of 1989 and the subsequent dissolution of the Czech-Slovakia federation in 1993, a change in the preferred system was the integrated education approach. All the children with special education needs must be educated in the mainstream together with non-disabled children.

DEDICATION

This work is dedicated to all persons with disabilities in Sierra Leone

Studies show that teachers generally experience moral dilemmas in their day-to-day work with children (Sackett, 1991; Over, 1994; Colnerai, 1997; Tifti, 1999; Tifti & Huse, 2002). However, this is especially pronounced when the children involved are vulnerable children (Tifti & Huse, 2002; Funkhouser (1986). Majority of the conflict experienced by the Czech teachers were with parents of the children with disabilities. According to Over, 1991, teachers respond to these moral dilemmas in either one of the following ways: 1. Avoid the problem; 2. Delegate the problem; 3. Single handed decision-making; 4. Incomplete discourse; And 5. Complete discourse. The Czech teachers in this study mainly used single handed decision-making and incomplete discourse to respond to the moral dilemmas they experienced in their work in their integrated classrooms. However, the teachers were dissatisfied with the outcomes in their efforts to find a solution to the moral dilemmas they experienced.

This was also designed as a pilot study which would be replicated in Sierra Leone. The research questions and the instruments used needs more honing in order to make them suitable for a future research.

Abstract

This dissertation reports findings on the study that was done into how Czech school teachers respond to moral dilemmas experienced while working with children with special education needs in integrated classrooms. The Czech Republic (especially during the period when it was Czechoslovakia) has a very long history and tradition for educating children with disabilities in highly differentiated, segregated, separate and special school settings. The Czech special education system is well developed. However, following the 'Velvet Revolution' of 1989 and the subsequent dissolution of the Czech-Slovakia federation in 1993, a change in the education for children with special education needs was introduced. The preferred system was the integrated education approach. All the children with special education needs must be educated in the mainstream together with non-disabled children.

Studies show that teachers generally experience moral dilemmas in their day to day work with children (Sockett, 1993; Oser, 1994; Colnerud, 1997; Tirri, 1999; Tirri & Husu, 2002). However, this is especially pronounced when the children involved are vulnerable children (Tirri & Husu, 2002; Fenstermacher (1986). Majority of the conflict experienced by the Czech teachers were with parents of the children with disabilities. According to Oser, 1991, teachers respond to these moral dilemmas in either one of the following ways: 1. Avoid the problem. 2. Delegate the problem. 3. Single handed decision-making. 4. Incomplete discourse. And 5. Complete discourse. The Czech teachers in this study mainly used single handed decision-making and incomplete discourse to respond to the moral dilemmas they experienced in their work in their integrated classrooms. However, the teachers were dissatisfied with the outcomes in their efforts to find a solution to the moral dilemmas they experienced.

This was also designed as a pilot study which would be replicated in Sierra Leone. The research questions and the instruments used needs more honing in order to make them useable for a future research.

Acknowledgement

I want to first of all thank Almighty God for life, health and strength and for making it possible for me to go through this study programme.

My gratitude goes to my father, Mr. Junisa Samuel Bangura (Late) for nurture, provision and admonishment in my teenage years that brought me to this level in my educational pursuit. He worked hard to get me this far. But Alas! He was not going to see the fruitage of his labours. May his soul rest in perfect peace.

I would like to whole heartedly acknowledge Doc. PhDr. Jan Siska, PhD, for his support, and concern for our welfare, especially to the Prague group, as well as the kind information and tips he gave in order to make our research and report writing not only successful but also have the high standard expected.

My sincere thanks go to my dissertation supervisor, Doc. PhDr. Libor Novosad, PhD, for his valuable feedback and for the interest and commitment he demonstrated. Also, for going out of his way to help organize those wonderful study trips to places of research interests that contributed to the substance of this thesis.

I also would like to acknowledge and thank all the staff of Roehampton, Fontys and Charles Universities who in one way or the other contributed to the success of my Masters studies in Europe as well as to the completion of this work. I also want to thank members of cohort Erasmus Mundus SEN 2008/2009, especially those in the Prague group, for their support especially as critical friends, family and being there for me when I needed them as well as making my stay in Europe enjoyable.

I am also grateful to my wife Adama for holding the fort while I am away in a far of land studying. Special love to the little ones- Marie, Maisha, Rima (so fine), and JS. These little dears have been the source of encouragement, motivation and strength.

Finally, my heartfelt thanks go to those not mentioned here but who in way or the other touched my life and helped make this work a success. May God bless them all.

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Chapter One

1.0. Introduction

1.1. An Overview

This chapter summarizes the study for the dissertation report on "Czech

Czech School Teachers' Responses to Moral Dilemmas Experienced in Integrated Classrooms

Clearly do". The structure of the dissertation report follows: Firstly, I will give a brief background to the moral dimensions of teaching, although this will be pursued at length in chapter two. Secondly, I will present the conceptual framework around which the study has been built. Thirdly, I will present the context of the study, which relates to the development that has been taking place in the educational sector of Czech Republic, especially in the area of special education since the "Velvet Revolution". Particular attention will be paid to how these developments affected the role of general education teachers in the education of children with disabilities. Lastly, the research question will be presented, along with the implications of this study, the factors that motivated me to do this particular research, the limitations of the study, as well as the structure of the dissertation report.

By

Ibrahim Richard Bangura

1.2. Background

This entire dissertation is devoted to explore the dialog or interaction especially in classrooms where general professional and personal morality may conflict with that of other significant parties, e.g. those of students with disabilities in inclusive school settings.

Teaching is a moral activity even though it is hardly acknowledged as such by its practitioners. Morality has been defined as an active process of constructing understandings and meanings relating to moral dilemmas (McCablen, 1999, p. 10). In 1994, David G. Thoma, who equates the professional teacher with the moral educator, defines moral agency as a state in which "a person either has the capacity to reflect, does not make discrimination on irrelevant grounds, and has a clear set of principles or systems in which he or she lives and to which he or she adheres" (Coushins, 2002, p. 24). Thus, a teacher (2007) in exercising the above

August 2009

Chapter One

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1.2. Background

This entire dissertation is done to explore the dialog or interaction especially in situations wherein teachers' professional and personal morality may conflict with those of other significant partners in the lives of students with disabilities in inclusive school settings.

Teaching is a moral activity even though it is hardly perceived as such by its practitioners. Morality has been defined as an active process of constructing understandings and meanings relating to social interactions (McCadden, 1989 as in Tirri & Husu, 2002). Sockett, who equates the professional teacher with the moral teacher, defines moral agency as a state in which *'a person considers the interests of others, does not make discriminations on irrelevant grounds, and has a clear set of principles or virtues in which he or she believes and on which he or she acts'* (Campbell, 2003, p. 2). Tirri & Husu (2002) in presenting the above

definition of morality, states that *"there are no definite answers to which morality or whose morality we should observe in our everyday interactions"*, but *"In the context of the school community, the values of the teachers, parents and children are in constant dialog with each other. In addition to personal values, teachers need to consider the ethical standards of the teaching profession"*(p. 65). Oser (1991) identifies the moral stances of care and responsibility as basic elements in teachers' professional morality.

As mentioned above, since the issue of morality is a very sensitive one there is the tendency in many circles- including in educational circles- not to mention it in discussions. Notwithstanding this fact, there is a growing momentum among researchers to explore the relationship between teaching and morality. The reasons for the interest in the moral dimension of teaching among researchers and experts in the field of education include the following: Firstly, there is growing body of research in this field and the literature reinforces the idea that *"teaching is inherently a moral endeavor..."* although *"... teachers primarily carry out their professional work without being fully aware of the moral and ethical implications of their actions"*(Campbell, 2003, p.1). Secondly, according to Campbell (2008), teaching as an interactive activity between the teacher and the taught and teachers come into the classroom with their own 'world views' bringing along with them into their formal and informal exchanges and activities in the schools a certain level of ethical awareness (Campbell, 2003, p1).

The aforementioned involves morality as it relates to activities and relationships taking place within schools and more especially in the classrooms. However, morality is intertwined with the process of education at much more higher level too. For example, Baroness Warnock in delivering a lecture entitled 'The Educational Obligation on the State. Meeting Educational Needs'(Haldane, 1994, p. 47), drew attention to the perceived moral obligation of the state to provide all its citizens with an education especially one that is useful for them and in a way that suits

them. Her illustration centered on the provision of education for children with disabilities, especially those with severe disabilities, in a regular school setting beside their non-disabled peers instead of the special school arrangement, as sanctioned by the 1981 Education Act in the United Kingdom. The background was that in the 1940s in the United Kingdom, it was morally appropriate for children with disabilities to be educated in special classrooms but for those children who were very severely disabled and who were deemed to be in-educable the moral option was not to bother with formal education but to have them placed under the purview of the medical and social services for care and rehabilitation if this is possible (Haldane, 1994, p. 47).

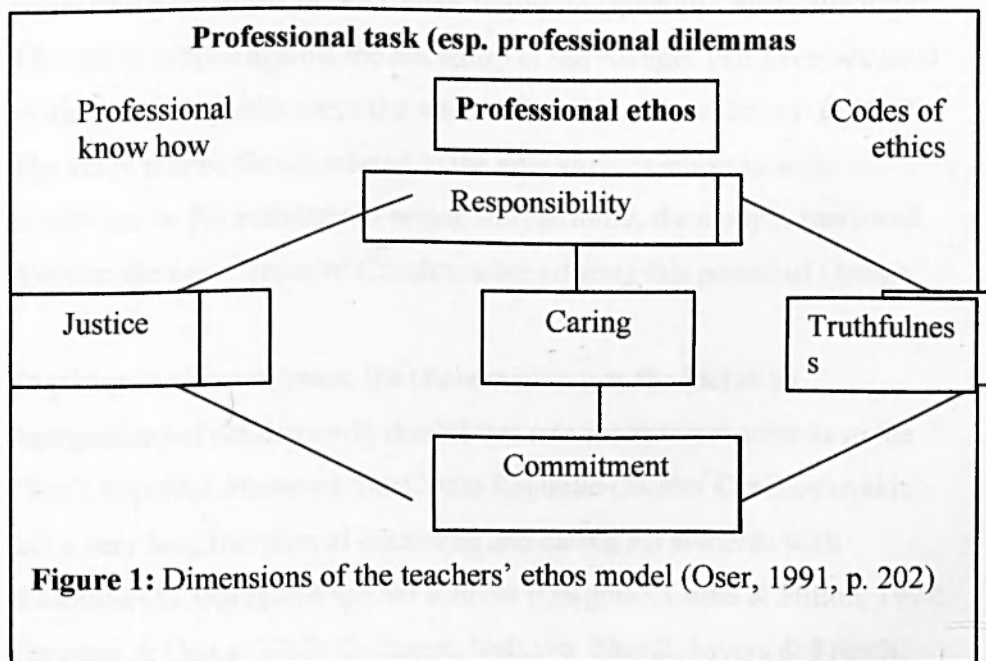
This position for treating children with disabilities reflected that taken in many other countries around the world including the Czech Republic (Czechoslovakia as it was known during this same period in time). However, with the call especially since the endorsement of the Salamanca Statement, many countries, including also the Czech Republic are now striving to provide education for children with disabilities in the mainstream classroom alongside their non-disabled peers as far as this is possible.

It must be noted that this provision is not without problems. Among professional, including teachers several questions are still being asked that have moral significance. These questions concerns the moral efficacy of integrating children with disabilities alongside their non-disabled peers when these children have traditionally been provided for in the special school settings safely and away from the pressures and demands coupled with the problems already existing in general education settings. A specific problem in the United Kingdom, for example, involves the issue of giving 'statements' to children with special education needs in order for these children to be given special educational support defined as "additional or otherwise different from the general". The Education Act of 1981 prescribed that every child deemed needing special support must be assessed by a committee which included an educational psychologist who

will give the child a certificate of special education need (Buck, 1999, p. 81). Many have expressed concern as to the effects that this provision has had on the 'statemented' children. Much of these concerns have been based on legal and ethical grounds. There has also been a lot of court cases between parents and teachers on the one hand as well as parents and school and local education authorities (Warnock, 2005, p. 31). It is not surprising that Baroness Warnock, who chaired the committee that recommended this procedure for providing support for children with special education needs should call for a review of the procedures for giving statements to children (Warnock, 2005).

The research for this dissertation therefore rests on the presupposition that there are moral dilemmas to be contended with at all levels in the planning and practice of integrating children with special education needs into the regular mainstream school educational program. At the classroom level, this conflict, for example, can be sensed when teachers who have previously worked in general education settings have to teach children with severe special education needs in their regular classrooms.

1.3. Conceptual framework



The conceptual framework that is used for this study is the one developed by Oser, 1991 as shown above in figure 1. In this model, Oser (1991, p. 202) argues that ethical conflicts in educational settings occur when teachers cannot meet any three types of moral claims at the same time in their classroom. As an example, the moral claims to justice, care and truthfulness be very critical to the teacher's professional decision-making especially when faced with a problem that have ethical undertones. He further argues that professional morality emerges in the way the teacher coordinates these moral dimensions when seeking an adequate solution to a problem. In this research, the presumption is that the moral stance of justice, care and responsibility are basic elements in a teachers professional morality and they are more pronounced when teachers work with both children with disabilities and 'non-disabled' children in an inclusive classroom settings. The empirical evidences indicate that the way teachers balance these elements in their decision making has always led to conflicts between teachers and parents, collegial conflicts between teachers, as well as inter-institutional conflicts in the community (Tirri & Husu, 2002, p. 65).

1.4. Context of the study: A brief historical background of the special education provisions in the Czech Republic (former Czechoslovakia)

This study is done against the backdrop of the changes that have occurred in the Czech Republic since the start of the 'Velvet Revolution' in 1989. The study is specifically related to the education of students with disabilities in the mainstream sector. Furthermore, the study is narrowed down to the experiences of Czech teachers during this period of change.

For the past nineteen years, the phenomenon was the inclusion (integration) of children with disabilities into mainstream schools in the Czech Republic. However, the Czech Republic (former Czechoslovakia) has a very long tradition of educating and caring for students with disabilities in segregated special schools (Garguilo, Cerna & Hilton, 1997; Garguilo & Cerna, 1992; Kudlacek, Valkova, Sherill, Myers & French, 2002; Michalik, 2000; Valkova, 1998). This provision is embedded not

only in history of the Czech Republic but also in its legislation (Garguilo & Cerna, 1992)

The change in the education system including the change to having children with disabilities in the mainstream setting was as a result of the 'Velvet Revolution' which happened in the former Czechoslovakia in 1989 and the subsequent dissolution of the Czech-Slovakia federation in 1993. These changes led to an independent democratic state of the Czech Republic with a free-market economy replacing forty years of communist rule. Added to this transformation, it also joined the European Union in May 2004. The latter event brought a need for the Czech education system to reflect the '*common structure prepared by the European EURYDICE unit to facilitate inter-country comparisons while ensuring that special features peculiar to each system are duly emphasized*' (MEYS, 2008).

Cerna (undated) points out that the provisions for education for students with disabilities in the former Czechoslovakia (which was under a totalitarian regime) had both positive and negative impacts. The 'National Plan of Measures to Reduce the Negative Impact of Disability', a document approved by the Resolution of the Government of the Czech Republic (1983), specifically points out that the system used in the former Czechoslovakia for the education and care for children with disabilities inevitably led to the exclusion of this group of citizens from society. According to this document those children more likely to be excluded were children with multiple handicaps; some mentally handicapped children; deaf and blind children; and pre-lingual deaf children.

The socialist policy of having children with disabilities separated in institutions was based on the tenets of 'Defectology' and 'Differentiation' both of which have their roots in the work of Vigotsky (Thomson, (2002). Differentiation encouraged a very high degree of segregation. This system does not only fostered separate schools for children with different types of disabilities but also, there were separate schools for children with varying degrees of the same disability types. Thompson (2002) writes: '*as well as*

segregating certain categories of children from one another, the system explicitly excluded children with severe learning difficulties'. Resources for special education inevitably went to those children with disabilities who were more able. Children with very severe cases of disabilities were left out entirely and isolated.

However, according to Kotasek and Svecova (1992) education for these children with severe disabilities was intended to bring them as close as possible to the content offered at the corresponding level of their 'non-special education needs' peers in general education system. Special schools were designed so as to be beneficial for the children in its charge. Classes were smaller than for ordinary schools making for more attention for each child. A specially modified curriculum as well as a slower tempo in the instruction were used to help keep with children's ability level and needs. Appropriate educational technology was used. Special services such as speech therapy, educational and psychological programs for parents as well as a permanent medical care service for the children were available in the special schools. As a result of these provisions more children with disabilities were accessing education and care in the Czech Republic. For example, special school and their attendance rate increased from 130 special schools with 8,011 children in 1945/46 to 1,355 such schools attended by 102,295 pupils in 1990/91 (Kotasek and Svecova (1992)).

Since the revolution in 1989, there were several progressive legislations which encouraged partial or full integration of children with special education needs into mainstream school settings. These legislations included in the first step, the acceptance of the Declaration of Human Rights in general which included also acceptance of the rights of people with special educational needs, the Czech Education Act of 1989 and 2004 as well as the Education Notices of 1991 and 1997. The new system opened up space for a wider differentiation and individualization of educational opportunities for all children with various degrees of disabilities. The greatest change involved the children with extreme special educational needs, who had had narrow or even restrained access to education in the

communistic regime. This new educational philosophy, responded to the tendency and trends of the Czech society's new democratic development and orientation and this is reflected in The National Program of Education Development in the Czech Republic (White Book) by The Ministry of Education in 2001.

These developments brought along many new changes and challenges. For one, the *"collectivist approach accenting special schools and social care institution as the only alternative to overcome "defect" started to turn into more individualist approach"* (Sykorova, 2000) were special schools ceased to be the only option for children with severe special education needs as was stipulated by pre- 'Velvet Revolution' legislation (Education Acts of 1948, 1960 and 1978). The democratic principles of the 'Velvet Revolution' gave *"power to the parents to change their children's quality of life"* (Sykorova, 2000) as well as providing more alternatives to choose from regarding the education of their children with special education needs. The challenge was that this development opened up new forms of dialogues between the parents, teachers, and other concerned authorities on making decisions on what is the best way to work with children with disabilities or special education needs now that they are being integrated into mainstream classrooms.

1.5. Research problem

The call for the education of children with disabilities together with children with no disabilities in the same classroom or education system has been sounding out since the Salamanca Statement on Principles, Policy and Practice in Special Needs Education that set the stage for an inclusive orientation in education for many countries around the world in 1991. The arguments put forward for this kind of education states that it is *'the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all: moreover they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system'* (UNESCO, 1994 as quoted in Ainscow and

Memmenasha, 1999, pp. 105-106). As a result, since the Salamanca statement was adopted by member nations of the United Nations, many countries have endeavored to put in place policies and practices or are in the process of having such policies and practices in place which could lead to an inclusive system of education if it is achievable at all. As Ainscow and Memmenasha (1999) put it, inclusive education is '*driven, in part at least, by ideological considerations*', although it '*challenges much of existing thinking in the special needs field while, at the same time, offering a critique of the practices of general education*' (p. 105).

Previous to the Salamanca Statement (1994), countries had separate systems of education for both disabled and non-disabled children. The trend in the provision of education for children with disabilities is similar for many Western European countries. Ainscow and Memmenasha (1999) suggest that the initial provision usually '*took the form of separate schools set up by religious or philanthropic organizations*' which was then '*adopted and extended as part of national education arrangements, often leading to a separate, parallel school system for those pupils seen as being in need of special attention*' (p. 105). There is also some evidence of similar trends in developing countries (Mitler, Brouillette and Harris, 1993), especially in Africa where colonial masters simply passed on systems to their colonies.

Following the Salamanca Statement, many countries enacted laws to keep in step with the spirit of this new value in international educational thinking. However, in the United Kingdom, the Warnock Report of 1978 which preceded the Salamanca Statement had already raised the issue of integrating children with special education needs in mainstream classrooms alongside their non-disabled peers. This report fuelled the Education Act of 1981 which radically changed the conceptualization of special needs education in the United Kingdom.

With many other countries, the walk towards including students with disabilities into mainstream schools together with other children is

relatively new. These countries may have long histories of educating children with special education needs in separate schools and these systems maybe well developed. Teachers who have taught in these systems need to be re-trained to meet the needs of the new system. One way that this has been done is to have in-service training opportunities for these teachers. Many formats have been used and these include distance education, workshops, and seminars.

One of the issues touched on by the Salamanca Statement is that of the recruitment and training of educational personnel. Article 40 of the statement states that *'appropriate preparation of all educational personnel stands out as a key factor in promoting progress towards inclusive schools'* (p.27). The statement recommends that this should be done for all pre-service teachers during their initial teacher training as well as opportunities available for further specialization. Also, practicing teachers should receive such instructions through in-service training programs preferably done at school levels (article 44, p. 28). Obi, Mamah and Avoke (2007) concurs to this proposal for teachers when they say that *'no educational system can rise above the level of its teachers and no policy no matter how well designed can succeed without adequate teacher preparation'* (p. 33). Soodak, Podell, & Lehman (1998) have ascertained that general education teachers' willingness and confidence in their professional readiness is critical to the successful implementation of inclusive education practices. Teachers are therefore deemed as the primary factor that can make the inclusion of students with disabilities into mainstream classes successful.

An important aspect with teachers in the new inclusive education orientation is their attitudes towards it. Many researches have been conducted on the attitudes of teachers and these reveal that general education teachers do not believe that they are fully prepared for the inclusion of students with disabilities (Schumm & Vaughan, 1995; Schumm & Vaugh, 1993; Singh, 2001). Other researches done with teachers trained and certified to teach students with physical disabilities

also revealed that a large portion of these teachers, as did their general education counterparts, did not feel prepared to handle other children with different disability types as they lacked already half the knowledge, skills and competencies required for that task (Heller, Fredrick, Dykes Best & Cohen, 1999).

A person's attitude towards a specific task, issue or situation is usually associated with that person's core moral beliefs and fundamental sense of what is right or wrong (Bauman, C. W., & Skitka, L. J. (2009)). Also, attitudes are usually action-compulsion phenomenon which sometimes can be subtle and also, produce very subtle behaviors. Teachers who have been trained for general education settings or have taught for long periods of time in general educational classrooms may be prone to have their perception or worldview challenged when they are required to move onto situations which are entirely new to them. Understanding these feelings is therefore crucial. This research is designed to investigate the moral dilemmas or conflicts that Czech general education primary school teachers experience when they teach students with special education needs disabilities in mainstream classroom settings.

1.6. Research Question

This research will be focused on finding the answer to the main research question: How do general education teachers respond to the moral dilemmas that they face when they work with students with special education needs in their mainstream school classrooms?

1.7. Sub Questions

In finding answers to the main research question posed above, the following sub-questions will be considered:

1. What are the moral dilemmas/conflicts that general education teachers experience in their day to day work with students with disabilities in their mainstream classrooms?
2. How do the teachers deal with these moral dilemmas/conflicts?

3. What are the outcomes of their efforts in dealing with these moral dilemmas/conflicts?
4. How do the teachers evaluate their actions in dealing with these moral dilemmas/conflicts?

1.8. Significance of the Study

This study is significant for the following reasons:

First and foremost, this is a pilot study project for a research study to be carried out in my home country Sierra Leone on the completion of this masters program and after I had returned home. It is hoped that by the end of this work, I would have acquired the necessary insight and improved skills needed to conduct a better and wider research on this same issue. People in Sierra Leone have a strong attachment to their traditional and cultural values and beliefs. These beliefs affect their everyday life and this is apparent also in the school system especially among teachers. For an example, there is a strong belief that a pregnant woman should only see beautiful things because what she sees may affect her unborn child. A pregnant female teacher may be concerned if she has a severely disabled child in her class. This may create an awkward relationship between the teacher and the students in her class. It will be interesting to research on this phenomenon and see how profound it is in the Sierra Leone context with the introduction of compulsory integration of children with disabilities into mainstream schools.

Secondly, this research will contribute to the body of knowledge on the problems that teachers experience when they work with students with disabilities in mainstream classroom settings. The focus of this study is on the teacher who is a key player in the effort to include into the mainstream students with disabilities who have been traditionally isolated into so-called 'special' education settings. It is hoped therefore that the findings of these research will benefit both the teachers who work with these children and the children themselves ultimately.

Thirdly, and selfishly, this research will help me to earn a Masters degree and contribute to my burning desire to achieve academically.

1.9. Motivation for the Study

My motivation for this study stems from several sources. Firstly, my life as a person with a disability naturally has affected my thinking and my career goals. I am convinced that, among other things, the environment plays a significant role in placing a limit on the extent to which persons with disabilities are included into day to activities of living, learning and work. In the context of this study, the teacher is part of the environment of the student with a disability in school. In as much as the teachers actions can serve as a barrier to the education of the student with a disability, the teacher with help can serve as a catalyst for the inclusion, participation and achievement of this same student. From this perspective, both the teacher and the student with a disability are in a 'handicapped' situation with both of them needing help. Understanding the teacher's situation is therefore crucial.

Secondly, my work in Sierra Leone involved helping to integrate children with mobility difficulties into local mainstream schools in their communities. Children with disabilities in Sierra Leone are not normally sent to school for several reasons one of which is that schools do not accept them. Those children with disabilities who are fortunate to attend school drop out early. Part of what is involved in the integration of children with disabilities into the schools in our program was training teachers in in-service workshops on how they can work inclusively with all children in their classrooms. Questions of pedagogical nature stood out but a much more subtle issue was always apparent in these workshops. That is the ethical dimensions of teaching children with disabilities in mainstream classrooms. Teachers in our school integration program were apparently experiencing some moral dilemmas which they considered unique to their work with their students with disabilities. This phenomenon has intrigued me and it has always been my desire to find out more on this issue.

Thirdly, Sierra Leone and the Czech Republic share similar development especially in the provision of education for children with disabilities or special education needs. This makes a pilot study with the Czech teachers beneficial for my future research in Sierra Leone. Although, I must quickly point that the Czech Republic is far more developed when compared to Sierra Leone which was ranked 177th out of the 177 countries ranked in the United Nations Development Programme ranking of human development indicators for 2008. However, there are similarities between the two countries in the development of integrated education. This therefore makes this pilot research a valuable activity for me because of the common ground they share.

Both countries had their special education provision influenced for the next forty years around the beginning of the second half of the 20th century. For the Czech Republic (or Czechoslovakia as it was known around this time) it was the influence by the Communist Regime which in turn was influenced by the Soviet Union (Kotasek & Svecova, 1992) while In Sierra Leone, the British Colonial masters paved the way for the form special education will take in the country. During this period, both countries developed their special education support in the area of personnel, experience and equipment that was not possible to be found in the mainstream schools. Also, persons with more advanced disabilities were not visible and teachers in the mainstream schools would not easily come in contact with them.

1.10. Limitations of the study

The study was limited in two ways. The first limitation is the language barrier as the teachers who participated in the study spoke mainly Czech and understood very few English words. To go over this problem, extensive use was made of interpreters and translators. The interpreters who were mainly English teachers in the schools who were volunteered by the head teachers for ease of communication. The questionnaires were translated into Czech language for distribution to the teachers and the answered questionnaires back to English by a professional translator.

Communication in between teachers and the researcher when an issue needs to be clarified after the questionnaires have been returned followed this same process with the translator.

The second limitation is the timing for the study. The school year in the Czech Republic ends in July making May and June a very difficult time to do research with teachers as they are very busy with end of school year activities. Some of the teaches admitted that they would have answered the questions better had they not been so busy with their school work. Some would be participants intimated that they could not participate because they are too busy.

1.11. Structure of the Study

This report is divided into six chapters. The following is a brief summary of the of each of the six chapters.

Chapter 1 gives a brief background to the study and this include the developments that have been taking place in the Czech special education needs system, my motivation for this study, the research question, the statement of hypothesis, the conceptual framework of the study, limitations and the structure of the study.

In the following chapter 2, I will present a review on the literature that has been generated by researchers on inclusive education and its rationale, teaching as a moral activity, the moral mandate theory as propounded by Skitka and George Kelly's personal construct theory.

Chapter 3 will focus on the research methodology used to collect data for this study. It will also present the rationale for the selection of the instruments used, the procedures used for their administration and the strategies used to overcome limitations.

Chapter 4 presents the results of the interviews conducted with the teachers including only a brief comments as observations.

Chapter Two

Chapter 5 deals with the evaluation and analysis of the findings of the investigation in the form of a discussion. The interpretation will be in the context of the literature review presented in chapter two.

Chapter 6 presents a summary of the findings and the conclusions drawn from this investigation. It will also present the implication for future research and research. Finally, the bibliography and appendices complete the dissertation report.

2.1 Inclusive Education

According to Caplan (1997), Inclusive Education is an old concept that became popular in the 1970s as a result of the action of equality-seeking rights activists in the 1960s. He mentioned that in the 1950s, there were already concerns being expressed as to what form of education will be best for children with various forms of disabilities. For example, in the United Kingdom, several committees were established to look into the issue of where children with disabilities should be placed in order to get an education. With the exception of children who were considered as "severely and permanently handicapped", it was proposed that for children with disabilities such as those with visual or hearing impairments, local school authorities should be "obliged to make provision" to include them in their schools. The commission also recommended that children with disabilities

Chapter Two

2.0. Literature Review

2.1. Introduction

In this section, I will be discussing some of the recent as well as not so recent findings of the topic that I am researching on: how general education teachers respond to the moral dilemmas they encounter while they work with students who have special educational needs when these children are educated in inclusive classrooms. I will first of all discuss the concept of inclusive education bringing out what its philosophical and historical roots as well as a discussion on how problematic the concept lends itself to attempts to give it a standard definition. Next, I will look at the moral base of inclusion and inclusive education. After this, I will explore the moral dimension of teaching especially as teaching is a moral activity even though it is often viewed as such. I will also present two theories that are connected with the development of every individuals' moral outlook as well as how its compulsion can be strong. Lastly, I will examine what Oser (1991) has presented on the moral dilemmas of teachers and his theory on how teachers respond to ethical conflicts in school.

2.2. Inclusive Education

According to Copeland (1995), Inclusive Education is an old concept that became popular in the 1980s as a result of the action of mainly disabled rights activists in the 1960s. He mentioned that in the 1880s, there were already concerns being expressed as to what form of education will be best for children with various forms of disabilities. For example, in the United Kingdom, several commissions were established to look into the issue of where children with disabilities should be placed in order to get an education. With the exception of children who were considered as "*imbecile and uneducable*" it was proposed that for children with disabilities such as those with visual or hearing impairments, local school authorities should be "*obliged to make provision*" to include them in their schools. The commission also recommended that children with disabilities

should attend their own local schools if *"the teachers took the trouble to learn Braille"*, for example, *"then the blind could learn alongside the sighted. In the towns, there should be a peripatetic teacher of the different embossed types so that the blind should have similar access to schools as the sighted"* (p.184). During this same time in Germany and Norway, there were discussions around how children with disabilities can be educated especially in the mainstream school was being discussed (p.190). Today, there are calls for schools to make adjustments in order to include children with special education needs to attend and progress in them. *"Skrtic, Sailor and Gee (1996) argue that inclusive education goes far beyond physical placement of students with disabilities in general classrooms, and involves schools meeting the needs of all their students within common but fluid, environment and activities. Inclusion denotes a student with a disability unconditionally belonging to and having full membership of a regular classroom in a regular school and its community"* (Mitchell, 2004, p. 1).

However, for decades, special schools have been the place where children with special education needs, including children with disabilities, were educated. In some countries these schools are actually residential institutions especially for children with severe to very severe disabilities. *"In these schools, all the available expertise and resources were concentrated in an attempt to educate pupils with special needs in the best way possible. Because these schools also had different classroom structure with smaller numbers of children in each classroom coupled with unusual, special instruction that are provided in these schools they have functioned as separate, independent schools This separate system of education has been seen as an expression of the care for pupils with special education needs"* (Pijl, 1996, p. 14).. However, many findings indicate that some of these special schools were below standards and they were not meeting their expected goals and objectives (Vann & Siska, 2006; Thomas, Yee & Lee, 2000; Muncey & McGinty, 1998)

As mentioned above, including children with disabilities into regular mainstream schools is now the popular and preferred way. By all indication, the inclusive thought have prospered and provided the *"philosophical and organizational foundation for the school system of the twentieth century"* (Walker, 1997, p.3). In their article *'What matters most in Inclusive Education: A practical guide for moving forward'*, Voltz, Brazil and Ford (2001) views inclusive education just like the concept of freedom, intangible, sometimes elusive, and often subject to divergent interpretations. Barton (2008) also see the concept of inclusive education as both complex and contentious. For Barton (2008), the concept is complex because it concerns a complex web of relationships involving society, the economy, the educational policy, and practice, and it is contentious because it involves the struggles between different interest groups over meanings, interpretation and actions. Miles (2007) believes that the divergent interpretations of the concept of inclusive education exist because the term has often been defined differently by particular interest groups or organizations from different contexts and cultural background.

Nevertheless, the definition of inclusive education provided by UNESCO seem to be relevant to this discussion. This organization defines the term as the following: *"Inclusive education starts from the belief that the right to education is a basic human right and the foundation of a just society"*. *"Inclusive education takes the Education for All (EFA) agenda forward by finding ways of enabling schools to serve all children in their communities as part of an inclusive education system"*. *"Inclusive education is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities- such learners with special needs and disabilities ... "* (Miles, 2007, p. 69).

2.3. The moral base for inclusive education

All educational endeavor is a moral endeavor. Proponents of the social theory of education argue that *"schools are maintained because adults have definite patterns of human living that they desire their children to*

acquire through a weighted and direct course of experiencing. (Childs, 1971, p. 40)." Childs (1971) also states that since education is a "deliberate effort to shape the development of the young so that they can be able to function in their communities in acceptable ways, it is therefore a moral undertaking" (p. 400). In this regard therefore, the content and processes of education should reflect what is practiced in the wider society. Some have seen the school as a microcosm of the society (Bush, 2000; Dewey, 1938; Goodlad, 2000; Lane, 2000; Carrol, 1990).

The shift from special education to inclusive education reflects the shift that is taking place from the medical perception of disability to that of the social model of disability. The medical paradigm of disability sees the person with a disability as having a problem and therefore is basically in need of medical treatment and care or rehabilitation which is sometimes provided in special institutions such as a special school or a residential home with medical-like settings using medical orientated personnel and procedures. The person with the disability is perceived to be limited only by her or his condition which furthermore limits her or his ability to participate in society. The blame for their exclusion from the mainstream is placed on their deviant nature. (Parsons, 1951; Lemert, 1951; Goffman, 1963; Friedson, 1965). However, the growing notion is that inclusion of persons with disabilities into the mainstream society is a human rights and social justice issue. Barnes (1996) as well as Oliver (1986) observed that a "growing number of academics, many of whom are disabled people themselves, have reconceptualised disability as a complex and sophisticated form of oppression, or institutional discrimination on a par with sexism, heterosexism and racism... theoretical analysis has shifted from individuals and their impairments to disabling environment and hostile social attitudes" (p. 43).

The convention on the rights of persons with disabilities which was adopted in December 2007 by the United Nations General Assembly also recognizes that 'disability is an evolving concept and that disability results from the interaction between persons with impairments and attitudinal

barriers that hinders their full participation in society on an equal basis with others. ' This interaction on an equal basis referred to bring to the fore the question of moral values of society relative to the way persons with disabilities are treated.

Alan (1999) referring to inclusion points out that it *'requires the kind of ethical work on ourselves and our practices which guided by our underlying ethos, in which everyone should strive for towards mastery (Blacker, 1998) and a set of principles which 'tell you in each situation, and in some way spontaneously, how you should behave. (Foucault, 1987a: 117). According to Foucault, this involves challenging 'the evidence and postulates, of shaking up habits, ways of thinking, of dispelling commonplace beliefs, of taking a new measure of rules and institutions (p.112)'*

2.4. The moral dimension of Teaching

In recent years, there has been a growing number of researches done into the pedagogical and philosophical field dealing with the moral dimensions of teaching as a profession (Richard & Fernstermacher, 1986, 2001; Jackson, et al., 1993, Hansen, 1995, 2001; Campbell, 1996, 2000, 2003). However, this is not entirely a new phenomenon in teaching. According to Culnerud, (2006), there have been many philosophical researches done into the ethical nature of teaching in the past and the findings of one of those investigations (Herbert, 1917) claimed that teaching as a science is based on two scientific disciplines, namely, ethics and psychology. Culnerud (2006) states: *"Ethics specify the goals while psychology investigates the means and the obstacles. The goal of education is to develop the individual's highest virtues"* (p. 366). In this same vein, findings in a more recent research indicate that *"the components of teaching as a knowledge endeavor and as a moral enterprise are essentially inseparable"* (Campbell, 2003, p. 10). The goal of education to develop the individual's highest virtues represents the first moral dimension of teaching.

Another and second moral dimension of teaching involves the ethical standards of teaching as a profession. In her book, the 'Ethical Teacher', Campbell (2003) indicates that all professions, including the teaching profession, have a set of accepted norms which govern their practice. She writes that "*within the scope of the professional literature..., there is fairly consistent agreement that ethical professionalism is both based on a shared appreciation for a wide range of commonly accepted moral virtues, and grounded in ethics reflective of the professional practice itself*" (Campbell, 2003, p. 11). She states further that people in a profession are 'bound by a sense of the ethical dimensions of the relations among professionals and clients, the public, the employing institution, and fellow professionals. While this is true, Fenstermacher (1990) astutely noted that much deliberations on teaching as a profession is "*devoid of talk about the moral nature of teaching, the moral duties and obligations of teachers, and the profound importance of teachers to the moral developments of students*". The moral dimensions of the teaching profession and ethical nature of teaching is taken for granted. Much premium is given instead to the cognitive theories associated with teaching and learning, the effective approaches to measurement and evaluation, and classroom management strategies. While these are equally important to teaching, they are never considered from a moral and ethical perspective (Campbell, 2008, p. 358).

Fenstermacher (1986)- as cited in Colnerud (2006)-pointed out one reason why the moral aspect of the teaching profession is not easily apparent although it is crucial to its practice. Fenstermacher states that "*the teaching profession cannot be compared in every respect with other professions, particularly when it comes to the relationships between the professional and the client, patient or pupil*". Fenstermacher singles out three unique circumstances of the teaching profession that makes it essentially different from other professions and these must be considered when ethical and moral questions relating to it are formulated. These reasons could well be the cause why unlike other professions, the moral aspects and the ethical nature of the teaching profession is watered down or sometimes outrightly challenged by the age-old question "Whose

morals should it be?”. In the first instance, the teacher cannot maintain a knowledge gap between him and his students as would, for example, the physician who can use his superior knowledge as a moral high ground for making decisions on what is good or bad for the client. The teacher does not have this privilege as his or her “*professional relationships is ... not determined by inequality in this respect. It is not primarily expert knowledge that creates inequality, rather, it is other circumstances, such as the teacher's right to exercise power in different respects*” (Colnerud, 2006, p. 367). The second circumstance is that it is impossible to separate the teacher's personal life from his professional life (Campbell, 2003). Unlike other professionals, the teacher needs to maintain a close social distance with his students in order to be able to help them. In this situation, the teacher is expected to model ‘good’ ethical behavior constantly even though he cannot lay claim on a high moral ground based on power position. The third circumstance is that the teacher needs the cooperation of his students for learning to take place. This reciprocity does not give the teacher the monopoly on the choice of what is to be learned. Consequently, the teacher cannot decide alone what is morally worthwhile for his or her students. The students together with the teacher must decide on it. However, in one respect, Fenstermacher (1986) notes that it is possible to compare the teaching profession with other professions. This involves the teachers relationships with vulnerable children such as children with special education needs.

The third dimension of teaching is the ethical character of the teacher. Halstead and Taylor (2000), citing numerous sources, conclude that it is through relationships that children learn the importance of qualities such as honesty, respect and sensitivity to others and that children are more likely to remember those teachers whose moral qualities influenced them and which moral qualities they admired. Therefore, the moral character of the teacher especially in the choices the teaches make which may affect the children has a long lasting impact on the young minds involved. Also, this may affect the perception people outside will have of the teaching profession.

2.5. Teaching as a moral activity

The Salamanca statement and Framework for Action on Special Needs Education recognizes the 'key role' teachers play as 'managers of the educational processes in the education of students with special education needs especially in mainstream school settings. Special reference is made to the need to help to teachers develop positive attitudes so as to engender their effective cooperation in including students with diversity in their classrooms. Little wonder then that there has been a lot of research done on the attitudes of teachers towards the mainstreaming of students with disabilities in regular classrooms. Results of these studies indicate a mixed but generally negative attitude towards including certain students with disabilities- especially those with severe disabilities- in the mainstream. For example, in the research done with secondary physical education teachers on their beliefs and practices when it came to working with students with severe disabilities, these teachers intimated that they experienced wavering beliefs and troubled confidence on their abilities to include these students in their lessons (Ammah, (2005).

As already mentioned, investigating the attitudes of teachers is not new to educational research. A lot of research has been done into how the attitudes of teachers can affect the inclusion of children with disabilities. These studies however, have mainly looked at the cognitive and physical (functional or situational) dissonance of the problem with little or no mention of the moral dimension of the problem. That is the mastery of curricula and pedagogic techniques as well as the classroom situation which may seem to be the only factors for shaping the attitudes of teachers. However, there is a moral angle to teaching which can also contribute to the teacher's behaviors in the classroom. Campbell (2008) states that the *'mysteries of teaching demand attention to the intangibles as well, and such intangibles are morally infused; they may be perceived in the way a teacher... adjudicates among competing needs and interest in the classroom'* (Campbell, (2008)). *'... Teaching is an interactive activity and therefore a moral activity. Also, most teachers come into the classroom with their own 'world views'. Teachers however have to work*

to achieve the objectives of academic and educational success in keeping with the values underpinning the education system' (COFPE, (2004)).

'Teaching as an activity can be described as moral, because in very general terms, it presupposes notions of better and worse, good and bad. As typically understand, teaching reflects the intentional effort to influence another human being for the good rather than for the bad (Hansen 2001b, p. 828)' cited in Campbell, 2008). Teaching is a moral activity because of its intricate connection to human relationships in all their complexities (Campbell 2008).

Huebner (1996), remarks in his discussion of teaching as a moral activity, *'teachers are often blind to the moral dimension of their practice because their educational language tends to call attention only to those problems that can be solved technically... Teachers do not talk about themselves as moral agents' (p.268).* This belief is similarly supported by, among others, Buzzelli and Johnson (2002) in their reference to the 'blind spots' of teachers (p. 125).

2.6. Moral Mandates Theory

Bauman, C. W., & Skitka, L. J. (2009)proposes that *'attitudes are sometimes rooted in moral convictions' (p. 895).* Moral convictions have been said to refer to *'strong absolute belief that sometimes is right or wrong, moral or immoral (Skitka, 2002; Skitka & Mullen, 2002b).* People in all cultures possess these beliefs although the objects of the convictions may be contextually variable (Shweder, 2002). Other moral philosophers also argue that moral convictions *'are experienced as sui generis, that is, as unique, special, and in a class of their own (e.g. Boyd, 1988; McDowell, 1979; Moore, 1903; Sturgeon)(as cited in Skitka, et al. (p.896).*

Studies on moral convictions show that people *'experience morals as if they are readily observable, objective properties of situations, or as fact about the world (Skitka et al., Goodwin & Darley, 2008).* However, unlike facts, *'morals carry prescriptive force... Reactions to facts typically are*

static, but moral judgments both motivate and justify consequent behaviors (a Human paradox; Gwirth, 1978; Mackie, 1977, Smith, 1994).

2.7. Personal Construct Theory

Personal construct theory developed as a result of the George Kelly's book *Psychology of Personal Constructs* (1955). Kelly's work is rooted in his work as a school psychologist and so has implications for education especially in the field of special needs education and inclusion. In his work as a school psychologist, Kelly worked with 'problem' children referred to him by school teachers. As his experience widened, instead of just merely corroborating a teacher's complaint of a pupil, Kelly tried to understand the complaint in the way the teacher construed it. This change of perspective constituted a significant reformulation of the problem. In practical terms it resulted in the analysis of the teacher making the complaint as well as the problem pupil. By viewing the problem from a wider perspective Kelly was able to envisage a wider range of solutions.

Kelly's primary focus is upon the way individuals perceive their environment, the way they interpret what they perceive in terms of their existing mental structure, and the way in which they behave towards it. In the *Psychology of Personal Constructs*, Kelly states that '*personal constructs are the dimension that we use to conceptualize aspects of our day-to-day world*' (Cohen, et al. p. 337).

2.8. The Ethical dilemmas teachers face in the classrooms

A popular theme in many researches done on moral aspects of teaching has been the ethical dilemmas that teachers face during in their classrooms (Sockett, 1993; Oser, 1994; Colnerud, 1997; Tirri, 1999). Researches done in this area indicated that a large number of teachers are not only unaware of the moral impact of their actions especially when they are confronted with a moral conflict situation but also they have reported themselves to be not so well equipped to handle these situations when these conflicts occur in their day to day practice. Starratt, 1994, provides a list of core ethical principles that are potential sources for moral conflicts in the classroom.

Among these ethical principles are that of responsibility, honesty, tolerance, loyalty, courtesy, compassion, integrity, fairness, care and respect. Haynes also refers to some overarching values of '*nonmaleficence*' (do no harm) and '*beneficence*' (promote human welfare, prevent harm) and some specific universal values which includes justice, honesty, and respect. However, for the purposes of this discussion and subsequently in this research, we will be considering only three of them. These are the moral values of justice, responsibility and care which are related to the conceptual framework used by Oser (1991, p. 202) and which is being used as the framework of this dissertation.

Cuban (1992) defines a dilemma as a unique problem which requires a moral choice rather than a simple solution. For Campbell (2003), ethical dilemmas are situations in which "two or more courses of action (moral choices) are in conflict, and each action can be plausibly defended as the 'good' one to take". For others, ethical dilemmas are negative in definition. They define them as "situations in which we are compelled to choose between equally undesirable alternatives". Yet for others, these situations actually combine both the negative and positive and conclude that "In a moral dilemma, no matter what solution we choose, it will involve doing something wrong in order to do what is right" (Campbell, 2003, pp. 59 - 60).

Maslovaty identifies three types of dilemmas that teachers can be faced with in the classroom context. These dilemmas are 1) hypothetical dilemmas, which are often used in intervention programs designed for promoting socio-moral development. While these dilemmas are not factual they can be believable. 2) The second kind of dilemmas is taken from spontaneous real life experiences occurring in daily life which awaken pupils' interest and emotional involvement because they are relevant and authentic and relate to real life behavior. 3) The third kind of dilemma is factual and based on knowledge imparted in the different school disciplines, such as history, literature, Bible studies, biology or mathematics. The advantages of actual dilemmas is that they are

accompanied by real behaviors, emotions and results within a historical perspective (Maslovaty, 2000, p. 493). This third type of dilemma is that which is concerned with in this research study.

In a study into how elementary teachers deal with socio-moral dilemmas, Maslovaty (2002) identifies the main goal of dealing with dilemmas, whether teachers are conscious of this or not in their daily interaction with their pupils or with others in the presence of their pupils. This aim is to develop in their pupils competencies in resolving conflicts. He noted that the educational behavior of teachers in such situation is the result of decision making processes driven by three aspects of the teachers' identity. The first identity is that of the teacher as an expert in his or her subject matter, didactics and pedagogy (Bejarrod et al., 1998). The second identity is the teacher as an individual with distinct personal, social and cultural belief systems, directed by individual interests and tastes, on various cognitive and socio-moral levels. The third identity relates to the teacher as a member of a school culture and a community holding a specific value orientation (Oser, 196; Seashore-Louis, 1990; Vadeboncoeur, 1997; Maslovaty, in press).

According to Oser (1991), moral conflicts in educational settings arise when the moral claims to justice, care and responsibility cannot be met at the same time. Oser also claims that professional morality emerges from how these dimensions of justice, care and responsibility are coordinated in a search for an adequate solution to a problem. The use of the concepts of justice, care and responsibility in defining professional morality of teachers is not unique to Oser alone. These concepts have also been used in other models and orientations of moral judgment (Kohlberg, 1976; Gilligan & Attanucci, 1988; Noddings, 1992).

In responding to moral problems, Oser identifies five ways in which teachers attempt to solve professional problems. These are 1) Avoiding the problem by not facing to it. In this case, the teacher does not take any responsibility for finding a solution to the problem. He or she does ignore

the problem. 2) Delegating the problem to some one else. In this situation, the teacher accepts responsibility for dealing with problem but delegates the decision making to someone else. Usually, the teacher delegates the decision making to the principal or the school psychologist or someone who plays that role in the school. 3) In the single-handed decision-making, the teacher tries to settle the problem by taking it into his or her own hands. The teachers views himself or herself as an 'expert' who has the ability to solve the problem quickly. Most often this is done in an authoritarian manner. 4) In the incomplete discourse orientation, the teacher accepts his or her personal responsibility for settling the problem. The teachers explains to others how he or she has balanced justice, care and responsibility in each new problem situation and also expects that the students, for example, are able to understand a well-reflected balance of justice, care and responsibility. 5) In the complete discourse style, the teacher goes one step further than to just explain what he or she has sees as the best way to resolve the problem. He or she presupposes that all the students and all other people concerned in the problem situation are rational beings and are capable of balancing justice, care and responsibility in arriving at an acceptable decision to all. The teacher holds this principle even in the face of critical or aggressive situations (Oser, 1991, pp. 191 – 205 as cited in Tirri, 1996). However, in an in-depth biographical study done by Oser & Althof (1993) on the processes and conditions that results in specific variations of professional morality, teachers reported that the experiences and the reflections on how they solved these moral tensions eventually led to changes in their own (teachers') ethical orientations. In a similar study, teachers accept that even though every moral dilemma is unique with its own contextual factors, their experience is that they are able with time to develop guiding principles to help them to find acceptable and justifiable solutions to the different dilemmas they face with time (Kansanen, 2000, p. 93).

2.9. Conclusion

Inclusive Education is an old concept that became popular in the 1980s as a result of the action of mainly disabled rights activists in the 1960s. It has

become a popular system for the education of children with special education needs. Also, many people view the concept as a justice and rights issue bringing to the fore that it is based on the morality. The moral dimensions of teaching especially as a profession were also explored. Teaching is a relational activity and therefore a moral one. We also considered the Skitka's moral mandate theory and Kelly's theory of personal constructs as both give an insight into how teachers moral perceptions develop and how these can make them take the positions on moral issues that they do. Lastly, we explored some ways in which teachers respond to ethical dilemmas during the teaching life.

1.1. Research paradigm

It is important in this discussion on the design and methodology for this research work, to first of all clarify the philosophical underpinnings of the research approach used. Bridges & Smith (2006) stress that "Educational researchers are continually confronted by the need to make sense of how educational theory and practice are to be investigated and understood, not least in order to justify their own work" (p. 140). As Carr (1993) also observed "Research... always conveys a commitment to philosophical beliefs even if this is unacknowledged and even though it remains implicit and unacknowledged." (Researcher's) Carr (1993) states the responsibility for critically examining and justifying the philosophical, methodological and organisational features of the methods and procedures of educational research (p. 15). In line with this practice, Thomas Kuhn (1952) popularised the concept of 'paradigm' to describe this philosophical underpinning and understanding of the philosophical framework of modern research and how its use is common place practice to define one's research perspective or frame of reference for viewing the social world.

Chapter Three

3.0. Research Design and Methodology

3.1. Introduction

This chapter is designed to give an insight into the data collection mechanism of the research work done into how general education teachers respond to the moral dilemmas they encounter while they work with students who have special educational needs. The chapter will cover the following: first I will present a discussion of research paradigms culminating with the paradigm used for this particular research. Secondly, I will present again the research question and tie it in the research paradigm used. Thirdly, I will give an insight into the data collection instruments that was used alongside with the sample that was chosen. The criteria for the selection process of the participants of the research will be mentioned. A discussion of the data analysis technique will follow. Finally, ethical issues considered for this work will be explained.

3.2. Research paradigm

It is expedient in this discussion on the design and methodology for this research work, to first of all clarify the philosophical underpinnings of the research approach used. Bridges & Smith (2006) states that *“Educational researchers are constantly confronted by the need to make sense of how educational theory and practice are to be investigated and understood, not least in order to justify their own work”* (p. 134). As Carr (1995) also observed *“Research... always conveys a commitment to philosophical beliefs even if this is unintended and even though it remains implicit and unacknowledged... (Researchers) cannot evade the responsibility for critically examining and justifying the philosophical reflection and argumentation and central features of the methods and procedures of educational research (p.1).* In line with this practice, Thomas Kuhn (1962) popularized the concept of ‘paradigm’ to describe this philosophical underpinning and understanding of the philosophical framework of modern research and now its use is common place practice to define one’s research perspective or frame of reference for viewing the social world.

The concept of paradigm itself is problematic and many of its commentators view it as a very complicated one and that it does not have one specific meaning (Bryman, 2004, p. 453). According to Masterman (1970), he deduced twenty-one different ways its progenitor (Kuhn, 1962) used it. Bryman (1988) however defines the term as *"a cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, (and) how results should be interpreted (p. 4).* Bailey (1987) views it simply as *"the mental windows through which the researcher views the world"*. However, this can lead to differences between researchers because it is possible to view the same thing from two different paradigms. Bailey (1987) think that this is a healthy phenomenon, since no single paradigm will suffice to solve all the problems of social science (p. 26).

3.3. Quantitative research paradigm

Currently there are three popular paradigms in use in contemporary research. These are quantitative research, qualitative research and mixed methods research. Simplistically, quantitative research involves counts and measures of things. It is based on numbers, but not necessarily on traditional statistical theory or the standard 'frequentist' approach (Gorard, 2004, p. 22). However, the quantitative or positivist approach or paradigm uses rules and principles which can be replicated to explain or predict phenomena no matter whether or not the object of the investigation are natural phenomena or human beings (Carr & Kemmis, 1986).

Positivists research usually are used when the research is done to test a hypothetical statement or the research is to be used to develop a generalization, on say for example, the attitudes of teachers towards their competencies and ability to include students with disabilities in their classrooms as in the case of this research. Secondly positivist researchers employ the survey methodology to collect *'standardized information from specific population or some sample from one, usually but not necessarily by means of a questionnaire or interview'* (Robson (1993)). . Bryman

(2004) agrees with the above when he listed his characterization of positivist approach in research.

Another characteristic of the positivist research is its preoccupation with numerical data. Wilkinson (2000) also agreed to this when he points out what constitutes a positivist or quantitative research. On this he states that *'One of the important features of quantitative research is that it is highly structured and produces data which are amenable to statistical analysis. For example, structured questionnaires usually ask respondents 'to tick the appropriate box' in order to answer questions- respondents are not usually asked to say anything in their own words. They simply have to agree or disagree with statements the researcher has devised.* Structured quantitative research of this nature is a useful way to demonstrate quickly with numbers what is the general opinion of an existing issue (Wilkinson (2000)). These are easily appreciated by like policy makers, administrators, and politicians. However, what it will never do is to supply depth as to the understanding of why the issue exists (Johnson & Onwuegbuzie, (2004, p.19)).

3.4. Qualitative research paradigm

The qualitative or interpretive paradigm of research predominantly uses words (and increasingly visual images) as data (Gorard, .p. 22). Proponents of this paradigm stress the understanding of the social world through the interpretation of that world by the research participants (Bryman, 2004, . 266). Since social sciences involve human beings, especially human behavior and human actions, the interpretive approach is to reveal *"the meaning of particular forms of social life"* and will illuminate the rules and meanings behind people's actions (Carr & Kemmis, 1986, p. 90).

Gubrium & Holstein (1997) suggest four things that qualitative researchers want to do. Firstly, qualitative research is done to *"seek to understand social reality in its own terms, 'as it really is'; provides rich description of people and interaction in natural settings"*. Secondly, it *"seeks to*

understand how social order is created through talk and interaction". The third reason for doing qualitative research is to gain "*access to 'inside' experience*" and it is concerned with "*the inner reality of humans*". The fourth tradition places emphasis on "*method talk*". In other words, this type of research is "*sensitive to the different ways social reality can be constructed*".

Traditionally, qualitative research has been associated with data collection tools such as qualitative interviews, participant and non-participant observations, life histories, case studies, discourse and conversation analysis as well as qualitative analysis of texts and documents (Bryman, 2004, p. 268). However, Silverman (1993) states that increasingly, qualitative researchers are getting involved in the testing of theories, previously, a quantitative research domain (Bryman, 2004, p. 270).

3.5. Mixed methods research paradigm

In some research studies, a combination of quantitative and qualitative methods can be combined in one study to better understand the phenomenon studied. For example, Rossman (1985) concludes that sometimes it is more practical to look at one problem from varying perspectives because even if separate studies are undertaken, it may be necessary at the end for the findings to be compared with each other for them to be usable. This practice have led to what has been called the mixed methods paradigm. Many are advocating for a trilogy of research paradigms, namely, qualitative research, quantitative research and mixed methods (integrative) research, especially in the field of education (Niaz, 2008, p. 287). For these researchers, the underlying principle of mixed research is that "*researchers should collect multiple data using different strategies, approaches, and methods in such a way that the resulting mixture or combination is likely to result in complementary strengths and nonoverlapping weaknesses*" (Johnson & Onwuegbuzie, 2004, p. 18). However, this strategy also has disadvantages. For instance, the use of the observation technique- especially along with two other procedures- is a time consuming process (Johnson & Onwuegbuzie, 2004, p. 21).

3.6. The research paradigm for this study

After the above discussion on research paradigm, it is but necessary to clarify the paradigm that has been used for this particular study. This analytical work is done basically using an interpretive perspective. Even though, the research is done using Oser's concept of teacher's responses to professional moral dilemmas as the conceptual framework, the idea is not just to confirm his theory. Implicitly, this may be the case, but the main intent of this research is to understand the lived experiences of the participants and the meanings that they attach to these lived experiences (Seidman, (2006). Cohen, et al (2007) points out that the study of direct experience is usually associated with a variation of qualitative interpretivist research known as phenomenology (p. 22). It is appropriate to assume that all human actions has meaning for them and that humans act according to those meanings (Bryman, (2004).

3.7. Research Question

As already mentioned in chapter one, this research is focused on finding out how general education teachers respond to the moral dilemmas they face when they work with students who have special educational needs in their mainstream classrooms. In order to get to the answer related to this question, five aspects of this questions will be considered.

These are as follows:

- The nature of the dilemmas that the teachers face in their classrooms
- With which category of people in the school community do they encounter these moral dilemmas
- Based on Oser's (1991) framework, what strategies do these teachers employ in response to these moral dilemmas
- What are the results of these of their efforts to deal with these moral dilemmas
- How do these teachers evaluate their own actions to deal with these moral dilemmas

3.8. Sample for the study

For a good quality research, the selection of participants is crucial. Polkinghorne (1989) suggested that the selected participants for the research should have the capacity to provide full and sensitive descriptions of the experiences under study (p. 47). In this case therefore, the participants for this research needed to be primary school teachers who work in general education schools but who have had experience working with children who have special educational needs, especially children with disabilities, who are integrated into the normal mainstream classroom settings. The selection of participants was done using the sample of convenience technique. Due to several limitations such as lack of time, lack of resources and language barriers, it is extremely difficult to use any other method for the selection of participants for this research expect that of convenience sampling.

Convenience sampling which is also called purposeful sampling is the type of sampling procedure which uses a sample because it *is simply available to the researcher by virtue of its accessibility*' (Bryman, 2004, p.100). For example, a researcher who is a university lecturer in a teacher education institution and who uses teachers who already had a working relationship with her students for her sample because they were available and can be used. Also Bryman (2004) noted that convenience sampling has strengths as well as weaknesses. Among its strengths are that it is relatively inexpensive and less time consuming. It also has a higher chance for all questionnaires sent out to be returned. Also they are very useful for piloting research, especially in organizational studies or when chance presents itself to do research. As already mentioned, this research on how Czech teachers respond to the moral dilemmas they face while working with children with special education needs in regular classroom is a pilot study. Therefore, having a convenient sample for the above mentioned advantages is expedient for the expressed purposes of this research and for the researcher's circumstances.

A major weakness, though, with convenience sampling is that it is hard to make generalizations out of the findings from the sample because it is difficult to ascertain what population the sample represents as they are simply a group of teachers who are available to the researcher (Bryman (2004, p. 100)).

The sample size that was used for this study consisted of twelve teachers from three five schools in Prague.

3.9. Data collection instruments

This research is a mixed method research done using only a structured questionnaire to elicit written reports of ethical conflicts experienced by general education teachers who have worked with children with special needs in integrated classroom settings. The data was gathered mainly using a structured questionnaire in which they were required to answer four questions giving details about the relationships, context and solution of the dilemmas. Mainly, the teachers were asked to write about a real-life moral dilemma that they had experienced in their work with children with special needs and to narrate their attempts at finding a solution and then to appraise the strategy they used.

Initial contact with the participants was made through the Dr. Jan Siska, tutor in the Fakulta Pedagogicka of the Charles University in Prague as well as the Program Convener for the Erasmus Mundus MA Special Education Needs program in the Czech Republic and Dr. Marie Cerna, Associate Professor, Fakulta Pedagogicka of the Charles University, Prague. I visited the schools and met with the head teachers or principals of the schools or their representatives to talk about my research and the procedures that I will be using and to identify the participants for the research. It was my desire to first of all to meet with the identified and discuss the research needs and procedures as well as their role in it before the questionnaire is given to them to fill in. This helped the teachers to reflect on the what they are expected to do as well as to help them focus on just one moral dilemma issue since they may have experienced several that

they would want to write about. However, this was not possible for two of the schools because the teachers had to teach during the time of my visit and it was difficult to schedule a separate meeting with them. However, I relied on the teacher who served as interpreter for me during the visit to explain what was needed to the teachers who could not get the interview with me.

After filling the questionnaire, the teachers used the email address written on the questionnaire to send their responses to me as suggested. This proved easy and expedient for both the teachers and for myself. The teachers could fill in the questionnaire whenever they have time and it was easy to submit the filled in questionnaire. They could clarify issues with me easily and quickly if there was the need to do so. Also, they were able to check whether the questionnaires were received already as well as to send additional information whenever they remembered something crucial. For me, this helped because it was possible to communicate with the teachers without physically travelling to their schools. I found it better in view of my disability and that it can take time to arrange a visit as teachers were very busy as the end of the Czech school year was drawing to a close. This, however was pre-arranged and agreed upon with the teachers so they were expecting my mail if I needed some more information. In almost all of the cases, that this happened, the teachers communicated back after they had sent their filled in questionnaire. It was also useful and easy for me to send a 'thank you' via email after each response came in.

3.10. Data Analysis technique

The analysis of the narratives produced by the teachers will be done along the lines of analysis recommended by Brown, Depold & Gilligan (1991). In the first instance, Bakhtin (1981) emphasizes the difficulty that can arise in analyzing the individual words and phrases that the teachers in a study use to describe their moral thought, feeling, and actions as these are meaningless in themselves (p. 276). The method to be used for exploring the written reports of the teachers' experiences of conflict and choice will

therefore be relational. It will focus on the reading process and hence the creation of an interpretative account of the narrative (Tirri & Husu, 2002, p. 68). Brown et al. (1991) explain that *"the living language exists only in a web of interrelationships that allow a narrator's meaning to become clear only if the context, the narrative, is maintained"* (1991, p. 27). *"Thus, it is only by allowing language to exist in narrative relationships that it is possible to interpret and understand another's moral experiences"* (Tirri & Husu, 2002, p. 68).

Brown, et al., also recommends that in the process of analysis, we must look for in the ethical discourse, the 'care' voice and the 'responsibility' voice as it is in these voices that we hear the concerns about or ideas of human relationships. According to them, care voice describes relationships in terms of the connection or disconnection, conflict or cooperation that exists during the ethically problematic situation. The responsibility voice, on the other hand, describes the relationships in terms of actions, attitudes, or stances taken to solve or live with the faced ethical dilemma.

The procedure therefore lies in the reading of the teachers ethical narratives. The idea is to track these two voices in the narratives and to specify the ways in which a person chooses between or lives with them (Tirri & Husus, 2002, p. 69). The first task of the reader is to locate the conflict in the larger context. This involves reading each narrative a total of four times (Brown, et al, 1991). In the first reading, the reader aims to understand the story and its context such as the who, what, where and why of the story. Close attention is be paid to the person telling the story, sets the scene and establishes the how if the events. It also aims to uncover the relations between all the partners involved in the story. In the second reading, the aim is to locate the writer's care voice which is normally expressed as the 'I' and shows the writer as the actor in the story and the 'others' are often the rivals in the best interest of the pupils. This reading produces the main themes of the ethical issue. The third reading aims to uncover the responsibility voice in the teachers' narratives . This involves the question of the teachers' actions and attitudes towards how the issue

they are faced with can be resolved or lived with. Pedagogically, solutions are often found interactively. However, in this reading the main themes of actions the teachers were obliged to take in the given situation is identified. The fourth reading is to evaluate the taken actions and their results.

3.11. Ethical consideration

Ethical considerations in research are as important to research as the research itself. These are *'usually codes of practices or protocols which require researchers to ensure that participants are fully aware of the purpose of the research and understand their rights (Bell, 2005)*. Bowling (2002) underscores the importance for the researcher to come into an agreement with the participants on issues related to the roles of both the researcher and the participants when he writes: *'in addition to ensuring that participants know exactly what will be involved in the research, the informed consent procedure 'reduces the legal liability of the researcher'. In these litigious days, it is as well to be sure we have done everything, not to ensure participants' rights but also our own position'.*

In this research, several ethical issues stood out these were addresses in the following ways: .

- Gatekeepers permission: permission for doing research in the school was sought from the head of the schools through initial school visits to all the schools were teachers contributed to the research in order to explain the research and to seek from them.
- Informed consent. Most of the teachers were asked for their consent to participate in the research directly.
- Privacy: In the questionnaire it is stated that all the information given will be used only for the research purposes and that the information will not be given to any other persons without their approval. Also, teachers it was not indicated that teachers should write down their names or the names of the schools they teach in so that they could not be identified. They were not asked too not to mention the names of the students that

were involved in their narratives nor indeed any other person involved in the ethical issue they describe so that these cannot be identified.

- With respect the use of email addresses for sending questionnaires teachers were assured that the need for these addresses will be limited only to the purposes of the research. Each communication using the emails should be clearly identified on the topic line as Erasmus Mundus Research or similar headings which should clearly identify the reason for the communication.

3.12. Conclusion

The design of this study was based on the recommendation of Brown, et al. (1991) for exploring the written reports by teachers on the ethical dilemmas they have experienced while they work with children with special needs. This chapter also described the target population and the recruitment procedures for the participants that were involved in the investigation. The data collection and analysis strategies were explained along with the rationale to justify their selection and implementation. Finally, the ethical issues and how they were met were discussed.

Chapter Four

4.0. Data presentation and analysis

4.1. Introduction

This investigation looked at the how general education teacher-participants responded to the moral dilemmas they faced while working with children with special education needs in regular classrooms. To examine this, the data collection process was designed such that it elicits narratives on the moral dilemmas that the teachers involved in the research faced in their work. These narratives are presented and described. Next, the analysis of the component parts of these narratives are offered. Finally, the result of the research is described using tables and quotes from teachers' narratives.

The outcomes of the investigation are analyzed based on the research questions. Specifically, these research questions are:

1. What are the moral dilemmas/conflicts that general education teachers experience in their day to day work with students with disabilities in their mainstream classrooms?
2. How do the teachers respond to these moral dilemmas/conflicts?
3. What are the outcomes of their responses to these moral dilemmas/conflicts? and
4. How do the teachers evaluate their own actions in dealing with these moral dilemmas/conflicts?

The format then for the presentation and analysis of the data in this chapter will reflect the order of the above stated questions.

First though, I will start by presenting some details on the teachers who participated in the research.

4.2. Research participants

A total of twelve general education Czech teachers participated in this study. These Czech teachers were first contacted through their various school administrators. An initial interview was then arranged and conducted with each teacher, the objectives of which was to meet with the

teachers in persons, to build a cooperating relationship with them, to explain the research goal to them, and to help them identify the moral dilemma situation they had experienced and which they will write about. During these initial interviews, the teachers' contact details are also taken. Later, the questionnaires are emailed to them. A total of eighteen questionnaires were emailed out and the return rate was sixty-seven percent

Table 1 below shows the combined details of all the Czech general education teachers who took part in the research.

Table 1: This table shows the school levels, teaching experiences with children with special education needs and the types of special educational needs of the Czech teachers who participated in the research.

School Levels	No. of teachers	Average teaching experience	Average teaching experience with SEN	Types of SEN with whom the Czech teachers have worked
Primary Schools	11	14 years	7 years	autism – Asperger's syndrom, dyslexia, dysgraphia, Cerebral palsy, learning disabilities, physical / mental disabilities, visual handicaps, ADHD
Secondary Schools	1	19 years	6 years	learning disabilities, physical / mental disabilities, visual handicaps, ADHD
Total		33 years	13 years	

Table 1 shows that the teacher-who participated in the research have a total experience of 33 years working in general education classrooms as well as having a combined total of 13 years experience teaching children with special needs in their regular classrooms. These teachers currently teach

children with special needs in their classrooms. Not all the experiences reported in this study involved the children with special education needs currently in the teachers classrooms. All the teachers in the study met the basic criteria set for the recruitment of participants for the study which is that they should have had experience working with children with special education needs in integrated classrooms.

4.3. Relationships patterns in the moral dilemmas reported by the teachers in the study.

The graph below (Figure 2) shows the relationship patterns for all the dilemmas reported by the Czech teachers in the study.

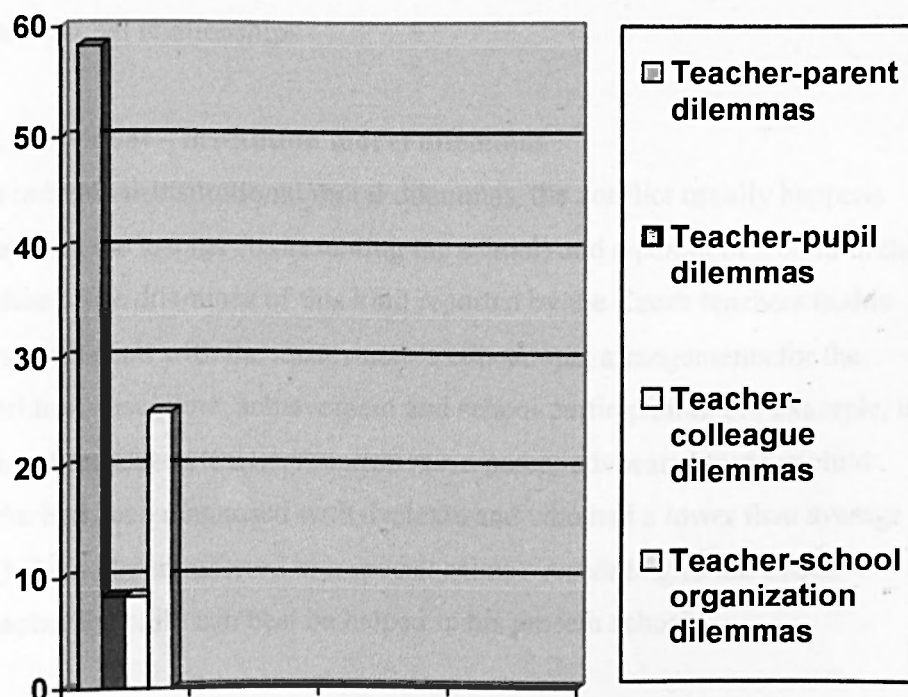


Figure 2: A graph showing the types of moral dilemmas reported by the Czech teachers in percentages.

Figure 2 above shows the percentage of the reported moral dilemmas that occurred between the Czech teachers and parents is the highest with a percentage of 58.3 percent. The second highest is the reported moral dilemmas that the Czech teachers had with aspects of the school organization and practices. Reported dilemmas involving the Czech

teachers and pupils and other members of staff have equal reported proportions of 8.3 percent each.

4.4. Themes of the moral dilemmas reported by the teachers in the study

As already indicated in chapter two, *"Teaching is a moral activity because of its intricate connection to human relationships in all their complexities"* (Campbell 2008). The themes of the moral dilemmas identified in this research reflected the existing relationship patterns that the Czech teachers have in their schools. Tirri and Husu (2002) identified two categories of the relationships that teachers usually have in schools. These relationship types are (i) individual–institutional relationships and (ii) inter–institutional relationships.

a. Individual – institution moral dilemmas

In individual-institutional moral dilemmas, the conflict usually happens between the teacher (representing the school) and a parent of a child in the school. The dilemmas of this kind reported by the Czech teachers in this research dealt with the most suitable educational arrangements for the children, discipline, achievement and school participation. For example, in one of the Czech teachers' narratives, a parent advocated that her child who had been diagnosed with dyslexia and who had a lower than average IQ should be transferred to a special school. According to the Czech teacher the child can best be helped in his present school.

The following quote demonstrates the conflict between this Czech teacher and the parent:

It happened in 1985. I taught a boy with SEN in his second year/class. His older brother attended a special school, the whole family was socially weak. The pupil was examined in a pedagogical and psychological service with a diagnosis of dyslexia. His IQ was of a lower average. His parents wanted him to change the school for a special one. I wasn't sure whether to agree with it and meet their requirements or not.

I talked to the parents and persuaded them to leave their son at our school. A special teacher and me gave him special time and training twice a week. His results were average in the second year. He got worse in the third year.

Due to his family situation and the parents' attitude he went to a special school from the 4th year. Both he and his parents were satisfied, then.

I think that it's not enough if the effort goes only from the school side. If parents don't cooperate with the school and don't support their child in reaching better results, the school's effort is little. The main influence on the children's development still goes from their family

dilemma seven (Teacher – parent relationship)

The conflict in this narrative is a typical individual-institution dilemma. The disagreement is based on what constitutes suitable school placement for a child with a special education need. The parent wants her child to be transferred to a special school after the SEN diagnosis. The Czech teacher on the other hand felt that this was not necessary as the school can provide the child with the needed support. The Czech teacher took one step forward and developed an educational plan for the child. Both the Czech teacher and the parent are convinced that their own judgment is the best option for the child. The tension between the Czech teacher and parent resulted in the child's transfer to the special school despite the Czech teacher's efforts to keep the child in the integrated school.

The themes of the individual-institution dilemmas reported by all the Czech teachers in the study are summarized in table 2 below.

Table 2 gives a summary of the themes of the individual-institutional moral dilemmas that the Czech teachers in the research.

Category 1: Individual- Institutional	Relationship patterns	Themes of moral dilemmas
Dilemma 2	Teacher - parent	Disciplinary action against child with ADHD
Dilemma 4	Teacher - parent	Education arrangement for child with cerebral palsy
Dilemma 6	Teacher - Parent	Educational arrangement for child with SEN
Dilemma 7	Teacher - Parent	Difficulties at home, parent request transfer to special school for dyslexic child with IQ lower than average
Dilemma 8	Teacher - Parent	Down Syndrome child participating in public performances
Dilemma 10	Teacher - Parent	Blame for lack of improvement for child with specific learning disorder
Dilemma 12	Teacher - Parent	Dyslexic child pushed to achieve by parent

b. Inter-institutional dilemmas

The second set of reported dilemmas are categorized under inter-institutional dilemmas. These types of dilemmas usually happen between individuals within the school. Schools and the people in them are usually caught up in a host of contradictions and these inevitable moral conflicts usually are about individual and group interests in the school (Campbell, E., 2003, p. 59). Tiri and Husu (2002) further divided inter-institutional dilemmas into collegial and cultural dilemmas. Collegial dilemmas usually involve other members of staff while cultural dilemmas happen when teachers have a conflict with aspects of the school organization or a particular school practice. The teacher participants in this research also reported these types of dilemmas in their narratives.

c. Collegial dilemma

One of the reported moral dilemmas involved a collegial dilemma. This case involved a situation in which the behavior of a colleague is regarded

to be unprofessional by the Czech teacher concerned. The following quote demonstrates a collegial moral dilemma:

"When I started working at this primary school last year, I was told that there was an integrated student Achmed in my class and that he will be assigned a personal assistant. It did not take long and I built a friendly relationship with Achmed, I was protecting him from the rest of the children ... and they soon learnt that ... they would be in trouble with me School management introduced me to an assistant – 20 year old high school graduate young man who was supposed to have experience with autistic children. I was made to sign responsibility for his actions although I did not know him at all. In the very beginning I explained him what I was expecting him to do, what will his job be and what results and what outcome he should provide. Pavel agreed with everything, he was nice and said he understood everything. I wanted Pavel to feel good in his work as well, so I gave him my full trust. From the beginning Achmed was strongly closed off, he did not want to present himself in front of the others at all. Achmed had troubles with reading, it was necessary that Pavel and him were spending some of the lessons in different classroom practicing reading and mainly so that Achmed can gain his lost self-confidence back. One day I went to check on them and I found out that the assistant did not work with Achmed while I was absent, that they were playing together, Achmed was rolling all over the floor etc. Of course, this approach of assistant Pavel made me angry. I made an appointment with Pavel, I told him what I did not like and I wanted him to tell me his comments or reservations. He agreed with all I said but the above mentioned situations repeated again and again, so I had to control his work strongly. The assistant's behaviour during the breaks was another problem. He was behaving just like the kids as if he were one of them, he did not care when the kids disrespected the class rules, he acted as if he had not seen it. Those situations escalated and needed a lot of my energy and involvement with questionable results. Finally, I had to bring the issue to the school director and the assistant was changed after all.

As I mentioned above, first I kept trying to explain to the assistant what my expectations were and what was profitable for Achmed and other children, too.

Unfortunately, the result did not appear. Although the assistant agreed with all my comments and reservations and kept promising he would correct his failures, he still kept behaving same way. Achmed often refused working with the assistant and in the end I was happy when Pavel was absent. There was a tension and friction in all class and it was not good for the other children either.

Czech Teacher dilemma one ((collegial conflict)Teacher – teacher assistant relationship)

Here the conflict involves the professional behavior of the teacher assistant of a child with a special education needs. The Czech teacher reporting this dilemma is concerned with the behavior of the assistant teacher who is a “20 year old high school graduate young man who was supposed to have experience with autistic children”. Also, brought into question is the appropriateness of the approach to helping this child with special needs improve on his reading. The Czech teacher is convinced that the approach used by the teacher assistant was not in the best interest of the child. This may have not been the opinion of the teacher assistant. The class teacher’s anger over the approach used by the assistant, the meetings with the assistant, and the decision to “control his work strongly”, led to “tension and friction in all class and it was not good for the other children”.

d. Cultural dilemma

Two of the inter-institutional dilemmas reported by the Czech teachers in this research involved conflicts between a Czech teacher and an educational assessment practice the whole school community. Specifically, the conflicts were about the educational philosophy of the school community. In the following sample quote presented below, a cultural dilemma is reported by one of the Czech teachers in the study:

"I have not experienced problems with such dilemmas, that would originate from disagreement of opinions. I do have my inner dilemma, though – how shall I evaluate the school performance of severe physically disabled students? They are mentally fully able, so while evaluating their intellectual skills I should be using same scale like for other students. On the other hand I realize, that their physical handicap (e.g. muscle dystrophy) consumes some portion of the child's concentration and energy (they get tired very quickly) so I do not know how strongly I should insist on their consistency and perfection in home works, concentration during the lessons etc. Another problem is evaluation of written tests. I have an inner tendency to evaluate the fact, that they are participating and that they actually managed to learn something rather than strictly insist on the given criteria.

Teacher dilemma three ((cultural conflict), teacher – school rules)

In this narrative, the tension of the conflict is within the Czech teacher but it is obvious that this tension affects the teacher's work. The issue demonstrates the Czech teacher's moral dilemma as to how to assess the work of students with severe physical disabilities in the integrated classroom. This Czech teacher states *"I have an inner tendency to evaluate the fact, that they are participating and that they actually managed to learn something rather than strictly insist on the given criteria"*.

Table 3 below presents a summary of themes in the inter-institutional moral dilemmas reported by the Czech teachers in the research.

Table 3: Summary of themes in the inter-institutional moral dilemmas

Category 2: Inter-institutional	Relationship patterns	Themes of moral dilemmas
a. Cultural		
Dilemma 3	Teacher – Self	Evaluation of written work and assignments

		of students with physical disabilities
Dilemma 5	Teacher - Self	Criteria for integrating a child with severe intellectual disability
Dilemma 9	Teacher - pupils	Different workload for child with specific learning disabilities
Dilemma 11	Teacher – School ethos	Choice for appropriate location for field trip for class with child who is a wheelchair user
b. Collegial		
Dilemma 1	Teacher – Teacher assistant	Appropriate approach for extra help for child diagnosed with ADHD, with elements of dyslexia and autism

4.5. Conflict patterns of the moral dilemmas reported by the Czech teachers in the study

This section looks at the moral issues of care and responsibility which the Czech teachers in the study felt morally obligated to address in the dilemmas that they reported. Table 3 gives a summary of this below.

Table 4: Summary of conflict patterns as seen in the elements of responsibility and care in the best interests of the children with SEN involved.

Categories	Relationship patterns	Caring	Responsibility
Category 1: Individual-institutional			
Dilemma 2	Teacher – parent	Disturbing behavior	Discussion, Consultation, Confrontation with evidence
Dilemma 4	Teacher - parent	Academic achievement	Discussion
Dilemma 6	Teacher - Parent	Academic achievement	Agreement
Dilemma 7	Teacher - Parent	Academic achievement, difficulties at	Discussion

		home	
Dilemma 8	Teacher - Parent	Participating in other school activities	Discussion
Dilemma 10	Teacher - Parent	Academic achievement	Discussion
Dilemma 12	Teacher - Parent	Academic achievement	Discussion
Category 2: Inter-institutional			
a. Cultural			
Dilemma 3	Teacher – Self	Assessment	Confront the issue
Dilemma 5	Teacher - Self	Assigning SEN status to children	Avoids the problem
Dilemma 9	Teacher - pupils	Different workload	Discourse
Dilemma 11	Teacher – School ethos	Participating in other school activities	Confronts the issue
b. Collegial			
Dilemma 1	Teacher – Teacher assistant	Responsibility at work	Confront the issue

4.6. Response patterns reported by the Czech teachers in the study

The main task of this research is to sense out the nature of the Czech teachers' responses to the moral dilemmas that they experienced in their work with children with special education needs in integrated settings. According to Oser (1991), teachers often respond to these dilemmas in either one of five different ways. These are: 1) Avoiding the problem. 2) Delegating the problem. 3) Single-handed decision-making; 4) Incomplete discourse; and 5) Complete discourse. Figure 2 below gives a summary and breakdown of the teacher responses into these forms of responses. Figure 3 below shows the reported response of the Czech teachers to the dilemmas that they experienced while working with children with special education needs in their regular classrooms. The highest response pattern reported by the Czech teachers is that of incomplete discourse with a reported percentage of 58.3 percent. The second highest response pattern is that of single handed decision-making with 25 percent reported. Avoiding

the problem is the third highest reported with 16.7 percent. None of the Czech teachers in the study reported using the options of delegating the problem and complete discourse in response to the moral dilemmas they encountered..

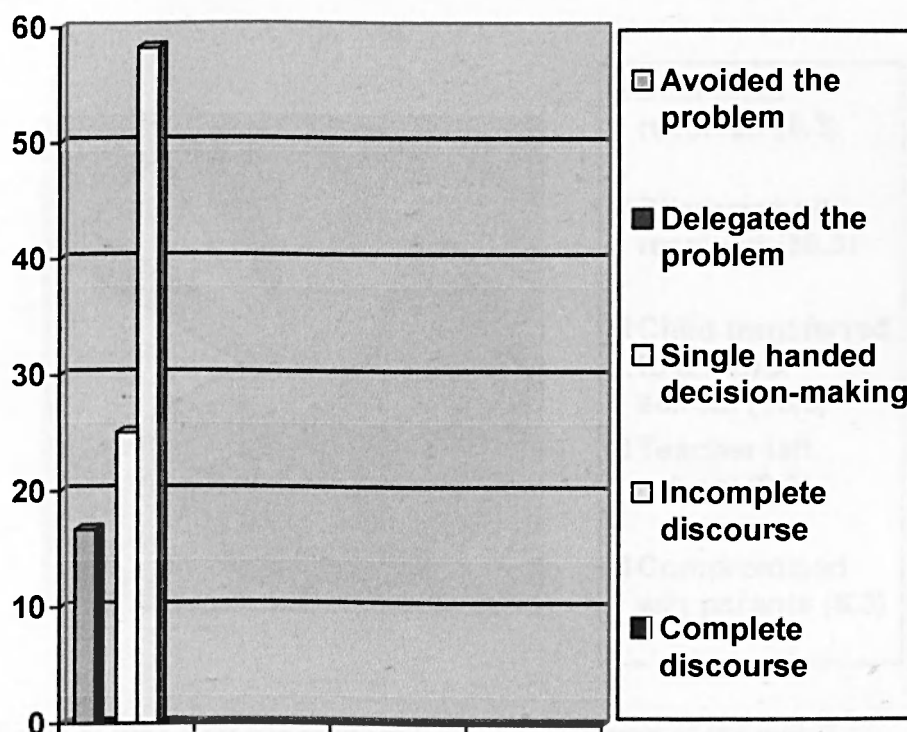


Figure 3: Graph showing the response patterns of the Czech teachers.

4.7. Outcomes patterns of the moral dilemmas reported by the Czech teachers in the study.

Another interest of this research was to find out the outcomes of the Czech teachers' responses to the dilemmas experienced. The outcomes are summarized in Figure 4 below. Figure 4 is a pie-chart demonstrating the outcomes to the Czech teachers response to the moral dilemmas presented in percentages. The Czech teachers reported that 58.3 percent of the dilemmas remained unresolved with no decision arrived at by all the parties in the conflicts. This is represented by the largest section of the pie-chart. The second largest section of the pie-chart is the outcome in which the children were taken from the school. This sits at 16.3 percent of the Czech teachers. The outcome in which the teacher assistant left the school

is 8.3 percent. The situation where the teacher avoided the moral conflict produced a situation where the teacher always compromised with the parents to avoid an uncomfortable situation. The reported percentage of this outcome is 8.3 percent in the pie chart (figure 4). 8.3 percent of the Czech teachers reported that they were able to resolve the dilemma.

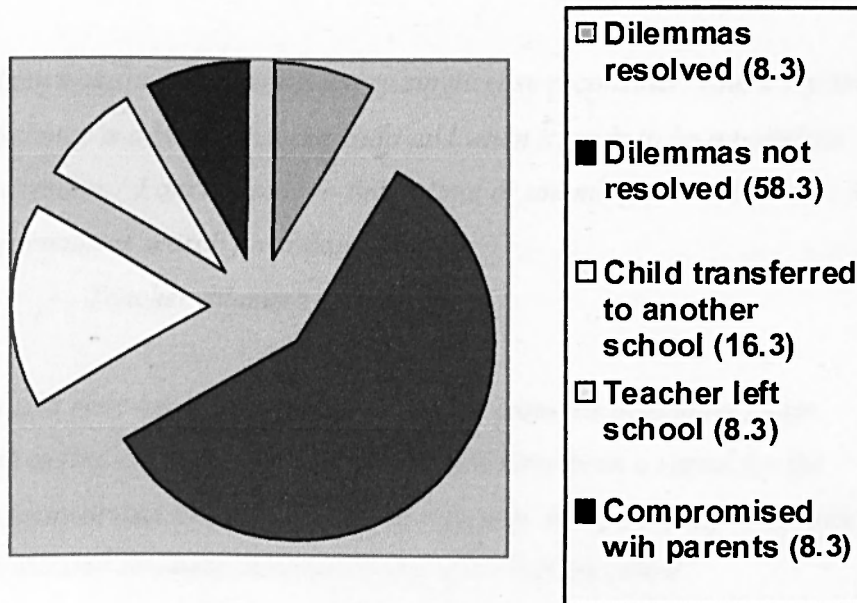


Figure 4: Pie Chart showing the outcomes patterns of the moral dilemmas reported in percentages by the Czech teachers in the study.

4.8. The Czech teachers' evaluation of their own responses to the moral dilemmas/conflicts experienced

The following sample quotes demonstrates the teachers' evaluation of their own responses to the moral dilemmas they experienced:

"the problematic pupil with ADHD... do not seem to have learnt a lot from all this. I had never been in such situation before and I do not have a supply of possible punishments to various transgressions. I had to consult the case with more experienced colleagues. Next time I guess I would be more radical and give stricter penalties."

Teacher dilemma two

"Due to his family situation and the parents' attitude he went to a special school. I think that it's not enough if the effort goes only from the school side. If parents don't cooperate with the school and don't support their child in reaching better results, the school's effort is little. The main influence on the children's development still goes from their family

Teacher dilemma seven

"I always again and again in every single case reconsider, where my strict consistency is a benefit for the child and when it tends to be a pointless overexertion. I am not able to find a final or unambiguous solution ... it is a permanent search for balance".

Teacher dilemma three

"It might have been caused by the fact that from the beginning I kept trying to find a solution myself and it could have been a signal for the management that they do not need to take part in the conflict. I consider my trials and attempts as unsuccessful up to certain extent"

Teacher dilemma one

4.9. Conclusion

This chapter reports on the findings of the study into how Czech teachers working with children with special needs children in regular classrooms responds to moral dilemmas that they encounter in this type of work. The analysis of the research data, reveal the following areas to be morally problematic for the teachers in this study: disciplinary issues; school placement; educational arrangement; difficulties at home; assessment and evaluation of achievement; special needs status; and what kind of teaching approach to be used. The Czech teachers responded in various ways which reflect what was stipulated by Oser (1991). The outcomes of all the cases did not go in the teachers' favor. The parents decisions stood, or the other party left leaving the cases largely unresolved in the teachers' view. However, all the Czech teachers evaluate their responses negatively.

Chapter Five

5.0. Data evaluation

5.1. Introduction

In chapter four, an analysis and description of the of the data collected on how the teacher-participants responded to the moral dilemmas they faced while working with children with special education needs in regular classrooms was presented. Chapter five will present an evaluation of the research data and try to answer the research question. The main purpose of this chapter therefore is to examine the data collected with a view of making sense of it as well as to form a judgment from it. The judgment will be made in the light of what has been discussed on the subject in the literature presented in chapter two.

The format for the presentation of this chapter will follow the string of sub-questions presented in chapter one. It will therefore be as follows:

1. The relationship patterns and themes of the moral dilemmas reported by the Czech teachers in the study.
2. The responses of the Czech teachers to the moral dilemmas that they reported.
3. The outcomes of the dilemmas that the Czech teachers reported.
4. The Czech teachers' own evaluation of the outcomes of the dilemmas that they reported.

5.2. The relationship patterns and the themes of the moral dilemmas reported by the Czech teachers.

Oser (1991, p. 202) maintains that moral dilemmas experienced by teachers in schools occur when they cannot meet their moral claims to care, justice and responsibility for the children under their tutelage. He also claims that the teachers moral claims to care, responsibility and justice comes quite naturally for teachers who sometimes see themselves more than just teachers. They feel that they have a responsibility for the children they teach, that they need to care for them and that they need to make sure that their pupils are treated in a just manner in school. These moral claims

are even more pronounced when the pupils concerned are vulnerable children such as children with disabilities or special education needs (Fenstermacher, 1986). Oser (1991) also notes that it is not the teachers alone who lay claim to the moral principles of care, responsibility and justice for the children. Parents, for example also demonstrate similar moral claims. Tirri and Husu (2002) observes that the claims of all may conflict although all of these persons including the teachers may be convinced that they are acting in the 'best interest of the child' who is at the centre of the conflict.

In this study, firstly, it was identified that the moral conflicts reported by the teachers are parallel to the relationship patterns found in the schools. Secondly, it was identified that the moral dilemmas reported by the Czech teachers can be organized by themes. Both the relationship patterns and the themes identified in this study will be discussed in this section.

a. Relationships patterns in the moral dilemmas reported by the teachers in the study.

In categorizing relationship patterns found in this study, I used the category used by Tirri and Husu (2002) in their study on moral dilemmas experienced by kindergarten teachers. These categories have already been discussed in chapters 2 and 4. These categories have also been demonstrated as shown in figure 2 above. However, the following are the relationship patterns in the dilemmas reported by the Czech teachers:

1. Teacher – Parent relationships
2. Teacher – Pupil relationships (meaning the other pupils in the classroom and not the pupil that is at the centre of the dilemmas)
3. Teacher – Colleague Relationships (in this case the relationship is with the teacher Assistant relationships)
4. Teacher – School Culture relationships (meaning the school organization and practices)

From the results of this study, it is noted that the highest percentage of the moral dilemmas reported by the Czech teachers is that involving teacher-

parent relationships. The teacher-school culture relationships is the second highest reported. It is worthy to note that many researches seem to indicate that issues concerning parents and school policies and practices are among the most common issues that are to be engaged when it comes to integrating children with disabilities or special education needs into mainstream schools (Tirri & Husu, 2002; Tirri, 2000; Campbell, 2003; Arabsolgar & Elkins, 2000; Grigal, et al., 2003; Rosenberg, et al., 1998)

However, it must also be noted that the dilemmas stemming from teacher-pupil relationships and teacher-teacher (teacher-teacher assistant) relationships are equally important. Other researches have shown that issues surrounding the relationships of teachers and pupils can affect the inclusion of children with disabilities or children with special education needs in the mainstream classrooms (Doris & Haller, 2001; Llewellyn, 2000; Yude & Goodman, 1999; Lightfoot, et al., 1999; Johnstone).

b. Themes of the moral dilemmas reported by the teachers in the study

The Czech teachers in the study reported on the nature of the moral dilemmas that they experienced when they worked with children with special education needs in their mainstream classrooms. These dilemmas have been classed into moral dilemma themes. These themes are presented in tables 2 and 3 in chapter four. However, for easy reference, the themes of the moral dilemmas reported by the Czech teachers are as follows:

- a. Educational placement of the children with SEN
- b. Disciplinary actions against child with a disability
- c. Assessment of assignments and school work of children with SEN
- d. Achievement levels in school for child with SEN
- e. Pedagogical styles for children with intellectual disabilities
- f. Individual education plan all children
- g. Inclusion of child with SEN into mainstream classroom

From the literature around these broad themes in the moral dilemmas reported by the Czech teachers, some of these themes are not unique to teachers who have children with disabilities. For example, some similar themes were found in the study carried out by Tirri & Husu (2002) on the moral dilemmas that teachers who teach in kindergarten experience. The themes that can spark a moral dilemma with parents of non-special needs children from the list above include proper educational placement for children, disciplinary issues, assessment procedures, achievement and pedagogical styles. While these themes may be similar with those of a non-special educational needs scenario, it must be noted that the specifics in these themes are worlds apart from those of non-special needs children when they relate to working with children with special education needs. To illustrate this point from one of the dilemmas reported in this study, the dilemma experienced by the Czech teacher as to how far she must go to assess the work of children with physical disabilities is indeed unique to teachers who work with children with special needs. In this dilemma the teacher considers assessing these students work using the same marking scheme as provided by the school authorities for all the students in her charge is unfair. If she uses this scheme she may adversely affect them. This teacher is therefore torn between doing what she thinks might be the right in this case (i.e. ignoring the rule) and the expectation that she fulfill her responsibility to implement the school's policy on assessment.

5.3. Teachers' responses to moral dilemmas/conflicts and the outcomes

This section deals with the heart of the research for this dissertation report. The main question of this study concerns the way Czech teachers who are expected to teach children with special education needs in integrated classrooms handle the moral dilemmas that they encounter in the process. In this section, therefore, I will evaluate the teachers responses to the dilemmas that they reported during the research. Figure 3 in chapter four shows the response patterns chosen by the Czech teachers in response to the moral dilemmas that they experienced presented in percentages. As already discussed in chapter four, the responses of these Czech teachers were categorized following the pattern suggested by Oser (1991).

The results of the research indicated that 58.3 percent of the Czech teachers in this study used the incomplete discourse strategy as their preferred response pattern to the moral dilemmas they reported. According to Oser (1991), in the incomplete discourse orientation, the teacher accepts his or her personal responsibility for settling the problem. The teachers explains to others how he or she has balanced justice, care and responsibility in each new problem situation and also expects that the students, for example, are able to understand a well-reflected balance of justice, care and responsibility. Simply put, incomplete discourse is when the teacher allows the other persons that are involved in the conflict to present different standpoints and individual needs and then the teachers offers a solution to the problem (Maslovaty, 2000, p. 432).

Oser & Althof (1993) suggested the reason(s) behind most teachers choice of incomplete discourse strategy when they are faced with moral dilemmas. For them, teachers use a discursive problem-solving strategy because they desire to give each person in the involved in the conflict a fair share in finding a solution. This implies that they willingness to listen to the other people. But this is as far as it goes. In the incomplete orientation the teachers do not yet encompass all that can be done to include the other party in a pedagogically responsible way. The teachers who use this option feel that it is their prerogative as trained educational professionals to find a morally good solution to the problem (p. 257). They are convinced that because of their professionalism, they are better placed as teachers to know what is best for the child and therefore have the right to take the final decision. The more vulnerable the child, *"the more such teachers feel obliged to take a just and caring stance themselves, to be just, to vouch for and take responsibility for the student. They themselves accept that they have the right to moral convictions, as well as convictions as to why they support the student in the way they do and why they think a certain decision to be right"* (Oser & Althof). Fenstermacher (1986) alluded to this when he was discussing the differences between the teaching profession and other profession. One outstanding difference is that with the medical position, the power of superior knowledge places the

moral decision of the medical practitioner on a higher pedestal. However, in the case of disadvantaged children, he suggests that teachers may also want to lay claim to superior moral judgments.

The second choice as indicated in figure 3 is single handed (unilateral) decision-making with 25 percent of the Czech teachers in the study reported to have used this option. According to Oser and Althof (1993), *"Teachers with this predominant orientation know what to do automatically and with a good sense of spontaneity. The belief that it is precisely their task as trained educational professionals to act authentically leads them to take problems into their own strong hands"* (p. 256).

Figure 3 also demonstrates that another 16.7 percent of the Czech teachers used avoiding the problem in response to the moral dilemmas they faced. In this orientation, the teacher avoids a decision and taking responsibility as such. They neglect their responsibility for a solution to problems. Oser and Althof (1993) also advanced the reason why some teachers use this option to respond to the moral dilemmas. They state that these teachers may know that "something" should be done about the problem but they do not accept that they should be responsible for making the decision. Oser and Althof offer that these teachers may not act because of shyness, fear, laxity, tiredness, burnout or so called neutrality.

It is noteworthy to remember that 83.3 percent of the Czech teachers who participated in the study actually felt that it was their responsibility to act in order to find a solution to the moral dilemmas. However, among this group some differed to use single handed decision-making while others used incomplete discourse. One thing is clear though. Both groups of the teachers who responded felt that since they are trained educational professionals, it was their duty at the end of the day to make the decision regarding the children's welfare. Also, there is an allusion to power issues in the way the teachers tried to find solutions to the problems (Kindler, 1996; Tirri & Husu, 2002).

One thing that forms part of this research, though not specifically mentioned in the research question, is what makes the teachers choose one particular response over another. Maslovaty (2000) in his study tried to answer this question. His findings indicate that *"Teachers' reasons for differentiation in using the strategies may depend on the harm to the pupils, the pertinence to academic disciplinary knowledge, the level of obligation... or the feeling of failure and blame"* (p.440). Other factors that determines the teachers' selection of strategies include the teachers' characteristics such as their personal beliefs, backgrounds and their professional experiences (Maslovaty, 2000). How these work can be subject for future research.

Another thing is that in this study all but one of the Czech teachers who participated in this research are female teachers. Only one of the moral dilemma cases reported ended in a situation in which the teacher is happy. But then this teacher is a female teacher. The question of interest which this poses is whether or not the choice of certain responses to moral dilemmas is related to gender. This is an issue for future research on this subject.

5.4. Outcomes and the teachers' responses to moral dilemmas/conflicts experienced

Tirri and Husu conclude that the majority of moral conflicts experienced in the classroom mostly remain unresolved and that competing interpretations of what is in the 'best interests of the child' provide the catalyst for such conflicts. Campbell (2003) even suggested that these moral conflicts may be complex and cause a good deal of moral uncertainty as to how best to resolve issues. She states that in fact these moral dilemmas may not be solvable. But they can be managed.

In figure 4, the Czech teachers who participated in this research reported that 58.3 percent of the dilemmas remained unresolved with no decision arrived at all by the parties in the conflicts. The reported cases in which decisions were taken involved situations where the children were removed

from the school, the teacher-assistant left the school and the teachers who gave up their moral claims to the parents so as to avoid a conflicting situation. In figure 4 also 8.3 percent of the Czech teachers reported that they were able to resolve the dilemma.

One thing that is necessary to clarify, though, is whether there is a relationship between the outcomes and the choice of response to the moral dilemmas the teachers experienced. This question can be subject for a future investigation.

5.5. The teachers' evaluation of their own responses to the moral dilemmas/conflicts experienced

Campbell (2003) notes that moral dilemmas in the work of a teacher may in fact not be solvable but that they can be managed and the way teachers manage their dilemmas may not be a source of decisive comfort to them, but rather a lingering catalyst for self doubt and criticism and more tension. Campbell further states that such dilemmas often leave teachers uncertain about the rightness of their responses and they may become frustrated in their efforts to fulfill their professional responsibilities as moral agents (p. 75). The outcomes of these moral dilemmas may also constrain the teachers' moral authority and this may in turn *"tarnishes the public image of teachers, further eroding the collective moral authority that should be vested in trusted professionals"* (Campbell, 2003, p.95).

In the study with Czech teachers expressions depicting the above were reported when the teachers were asked to assess their responses and the outcomes of the moral dilemmas they experienced. This is self evident in the quotations presented in the corresponding section in chapter 4.

5.6. Conclusion

In this chapter, the relationships patterns and the themes in the moral dilemmas experienced by the Czech teachers were discussed. The highest reported percentage of the moral dilemmas were those involving parent of the children with special education needs. The dilemma themes were

varied. The Czech teachers responded in ways that are similar to the four categories suggested by Oser (1991). Incomplete and single handed decision-making were the two most popular response of the Czech teachers. This seem to demonstrate that the Czech teachers are convinced that because of their professional status as educators they are better placed to make the final decision on what should be the best educational arrangement for the children with special education needs.

Outcomes of the moral dilemmas reported by the Czech teachers indicated that thes moral conflicts were of a complex nature and caused a good deal of moral uncertainty as to how best to resolve them. This left the Czech teachers more confused as to the rightness of their actions with some feeling frustrated about how they could fulfill their moral responsibilities as moral agents.

Chapter Six

6.0. Conclusion and Recommendations

6.1. Introduction

This research was done primarily as a pilot study with the aim to pre-test both the research question and the data collection instruments that has been used. The results therefore will be useful for a future research that will be done with teachers in Sierra Leone as the process of inclusive education is gathering pace in that country. As a result therefore, the findings of this research cannot be generalized for all Czech teachers who work with special education needs children with regular classrooms in the Czech Republic. However, the research raised interesting results which can inform future research in the field of inclusive education.

This chapter will present the conclusions of the research. It will also be an opportunity to reflect on my own personal development as I carried out this research work. I will also discuss how the findings of this research can be applied for future research studies in Sierra Leone.

At the end of the chapter, I will present my recommendations which stem directly from the findings of this research.

6.2. Conclusions

On a total, I have been able to draw six conclusions from the analysis of the data collected during this study on how Czech teachers respond to the moral dilemmas that they experience when they work with children with special education needs in their mainstream classrooms. The conclusions are presented below.

The first conclusion is that moral dilemmas are common in the work of the Czech teachers especially when they work with children with special needs and these dilemmas mainly involve parents and the teachers who work closest to the children. Teachers are convinced that it is their duty to take action and that the final decision should come from them. The study

however showed that the teachers lacked the skills to manage the dilemmas or find a solution to them.

The second conclusion is that the Czech teachers cannot separate their own personal moral character from their professional roles. In a moral conflict situation involving parents, the teachers tried to act according to the professional codes while the parents relied on their own personal opinion. However, studies show that teachers always find it difficult to separate their personal moral character from their professional self (Tirri & Husu, 2002). Teachers always let their moral convictions and preferences act as the yardstick that guides how they interact with others especially in a conflict situation (Tirri et al., 1999; Kansanen et al., 2000 as cited in Tirri & Husu, 2002, p. 78). Essentially therefore the moral conflict is a conflict between private and public interest

The third conclusion from the data analysis is that the response demonstrates that the moral conflicts are essentially power conflicts. In every moral conflict situation there is the question of "Whose morals should it be?" In such a situation involving parents, for example, the teachers drew support from their professionalism while the parents relied on their own personal opinion. This is apparent in the Czech teachers use of single handed decision-making and incomplete discourse as their response to the dilemmas. Fenstermacher (1986) notes that the only time when the teachers tend to lay claim to being in the moral high ground to make a decision like other professionals such as in the case of the medical professional and the patient, is when the welfare of vulnerable children such as children with special education needs are involved in the conflict. However, with so much information on various types of disabilities and special needs care now available to parents especially on the internet there is the strong challenge to teachers moral authority to having the final decision.

The fourth conclusion is that teachers have diverse ethical standards which engage themselves constantly leading to inter-institutional moral conflicts

between them. The teachers' ethical reasoning are connected to their desires, needs and aims of the particular teachers. Their attitudes and actions will consequently affect the wants, needs and aims of others. This was apparent in the inter-institutional conflict between a teacher in the study and a teacher assistant. Interestingly, the teachers neglect the professional code that is supposed to guide their relationships and actions with one another in the work place.

The fifth conclusion is that it seemed like the Czech teachers did not perceive the relevance of the moral dilemmas in their teaching activity. Ethical or moral conflicts are embedded in a teacher's daily baggage of teaching and therefore should belong to her or his professional repertoire of dilemma management in the teaching profession. According to this study, the results of the moral dilemmas appear quite unsuccessful. In most of the cases, the moral dilemmas ended up unresolved. There were no improvements and the teachers even faced end of cooperation. In a few of the cases, the teachers avoided the dilemma situation completely. However, at the end of the unsuccessful dilemmas, some of the teachers gave thought to the consequences and results against the issues that were cared for and acted upon. Some even mentioned that they would act differently when the dilemma occur again.

The sixth conclusion is that the teachers did not seem to consult effectively with others before they acted. This is apparent in the study. None of the teachers used the complete discourse option. This option allowed shared responsibility in decision-making process and has a higher chance for producing better results than all the other options that the Czech teachers used in this study. In the complete discourse orientation, the teachers sees the others- parents and teacher-assistants- as basically caring people too who are ready to take responsibility, to practice justice and be truthful (Oser & Althof, 1993).

6.3. Recommendations

From the above conclusions that were drawn from this study on how Czech teachers respond to the moral dilemmas the experience while they work with children with special education needs in mainstream classrooms, the following recommendations are offered:

Teachers will always experience moral dilemmas as part of their work with children with special education needs. There will always be alternative ways to achieve what is good for the children with special education needs requiring choices to be made. There will always be differing opinion on what constitutes 'the best interest of children, especially for those with special education needs' requiring decisions. Therefore teachers need to be equipped with better conflict management skills to tackle the complex moral problems they will continue to encounter as they work with children with special education needs in their mainstream classrooms. In this respect, my first suggestion will be that program for helping teachers acquire skills be implemented in the schools. For an example, during my research visit to one of the schools, I was privileged to participate in an ethics class designed for the children in the school. While it struck me as unique that children in grade two are helped to understand the complex issues of making right worthwhile choices, I could not help but wondered if this very program could not be useful for helping the teachers who were experience complex moral dilemmas related to their professional relationships both within and without the schools. In such a program, teachers can meet, share and discuss their experiences with each other. It is possible too that parents can be encouraged to form a group of their own wherein they can discuss parental experiences separately or together with the teachers. The idea is to talk about real life experiences or simulated scenarios and finding workable solutions.

The second conclusion is that the Czech teachers cannot separate their own personal moral character from their professional roles. While the teachers personal moral virtues are relevant when considering the wisdom of their

actions, it must be noted that in their professional role, their actions and general disposition should be based more on their interpretations of public standards and goals than on their personal preferences (Tirri & Husu, 2000, p. 78). In these situation therefore, teachers must be constantly be mindful that they do not impose their personal opinion on parents or others but be open to seek more open dialogue and engagement with them. In this regard they must make sure that their actions are in line with the Special Education Needs Code of Practice (SENCP) or any similar document that may exists in the Czech Republic for teachers practicing in the field of special inclusive education. For example the SENCP sets guidelines on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood. In such a code there is the emphasis on involving children and parents in decision-making that may affect them as well as consulting with multi-agencies that provide services for children with special education needs or disabilities and their families.

The third conclusion from the data analysis is that the response demonstrates that the moral conflicts are essentially power conflicts. While this may be similar to the one above however this relates to the attitudes of the teachers. The role of the school counselor is extremely important in these conflict situations. The school counselor is better trained o handle these situations and he or she is in a better position to moderate the conflict between the teacher and the other person involved. However, in a couple of schools that I visited for the research, the school counselor was actually one of the teachers appointed to play that role. I will assume that such a role needed to be filled by a person trained and qualified to handle psychosocial problems. This can be subject for future research to find out whether or not it is effective to have any teachers fill that role as compared to having a trained and qualified person in that role.

The fourth conclusion is that teachers have diverse ethical standards which engage themselves constantly leading to inter-institutional moral conflicts

between them. My submission here would be that the teachers must be mindful that in their professional role, their actions and general disposition should be based more on the special education needs code of conduct which guides how teachers can act and relate to each other. In the case of the teacher teacher-assistant conflict, this code could have been useful in determining how the teacher should have approached the teacher assistant in this situation.

The fifth conclusion is that it seemed like the Czech teachers do not perceive the relevance of the moral dilemmas in their teaching activity. As mentioned earlier, moral conflicts will always be a part of the teachers work load especially when dealing with children with special education needs. Teachers must not see these as extra burden brought upon them. Every teacher is a special education needs teacher. These moral dilemmas help the teacher to develop personally as well as professionally. Therefore teachers must seek ways in which they can equip themselves to be able to resolve them amicably and in the 'best interest of the children with disabilities'. These conflicts are learning experiences and they must not expect that the solutions will always be as they desire.

The sixth conclusion is that the teachers did not seem to consult effectively with others before they acted. Teachers must see the others such as the parents as persons who have a genuine desire to see their children with the best care and support and that they can only offer what they have. In this instance it is best that the teachers use consultation and negotiation such as is available in the complete discourse option suggested by Oser & Althof (1993) and Oser (2001).

6.4. Evaluation of the Research Question and Data Collection

Instruments.

This research study was also done as a pilot project for a much larger research to be done in Sierra Leone. In this regard it is imperative that I present an evaluation of this research work from this perspective. The object was to pilot test the research question and the research instrument.

Admittedly, this research on the moral dilemmas in teaching is new for me. Doing this research with the Czech teachers has helped me hone on my research question. Though it is true that both the Czech and Sierra Leone teachers will experience dilemmas and may respond in similar ways according to Oser (2001) my expectation, however, will be that since the context of both countries are different, the response from the Sierra Leonean teachers will be different inherently in the nature and themes of the dilemmas they experience.

With respect the instruments used to collect data in this study with the Czech teachers the main one was the questionnaire. Though this questionnaire gave me very useful information on the moral dilemmas experienced by the Czech teachers, however, it needs to be improved upon. Admittedly, it was a difficult questionnaire and the only help that the teachers had was the initial informal interviews that I had with them before they were asked to fill in the questionnaire. This points to a structural weakness in the data collection process. It is possible that I should concentrate on making the interviews more structured and formal and use the questionnaire as a the interview schedule. This may have benefits. The decision however will be taken when I embark on the research process in Sierra Leone.

6.5. Conclusion

In this chapter three things were accomplished. Firstly, I presented the conclusions that were drawn from the research with the Czech teachers. Secondly, I presented some suggestions which I believe will help the Czech teachers manage moral conflicts that they encounter in the daily work with children with special education needs in their regular classrooms. Thirdly, since this research was also a pilot study to pre-test my research question and data collection instruments, I ended this chapter as well as the entire research report (the dissertation) with an evaluation of both pre-tested items (the research question and the data collection instrument).

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8.0. Appendices

8.1. Appendix A: Research Questionnaire

Questionnaire

Erasmus Mundus Masters in Special Education Needs (EM MA SEN) 2008/2009

Research Topic: Appraising Primary School Teachers' Responses to the Moral Dilemmas Experienced in Integrated Classrooms in the Czech Republic

This questionnaire is designed to collect data on the responses of general education teachers when they are faced with moral dilemmas in integrated classrooms that have in them children with special educational needs, including children with physical disabilities. All information gathered from participants in this questionnaire will be treated with confidentiality.

If this is possible, please use Microsoft word 1997-2003 to type in you answers and then email to: pekie_910@yahoo.com

1. Biographical details

a. Type of school: (circle one)

b. Sex: (circle one)

c. Teaching experience:

.....

d. No. of years that you have worked with children with special education needs

.....

.....

e. Type of disability/special education need of the child:

.....

.....

.....

a. Please briefly explain one moral dilemma that you encountered when you were working with a special needs child in your class (Try to be specific as possible. Mention what happened, when it happened, who was/were involved, what was the issue (s), what were your feelings, what did you do, what did you want to happen, what did the other person want, what did they do or say, etc). Please use extra sheets if you need it.

This image shows a full page of a handwriting practice worksheet. It features ten sets of horizontal dotted lines spaced evenly down the page, providing a guide for letter height and placement. The background is plain white, and there are no other markings or text present.

b. How did you try to solve this problem? Please use extra sheets if you need it.

[illegible]

Please use extra sheets if you need it.

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.[illegible]

Ibrahim Bangura

8.2. Appendix B: Sample of teacher narratives elicited by the questionnaires

Sample teacher dilemma one

When I started working at this primary school last year, I was told that there was an integrated student Achmed in my class and that he will be assigned a personal assistant. In the first grade Achmed had conflict with previous teacher, the class squad hated him, other children were laughing at Achmed. He was very timid. It did not take long and I built a friendly relationship with Achmed, I was protecting him from the rest of the children and they soon learnt that had they been treating Achmed badly, they would be in trouble with me, too. School management introduced me to an assistant – 20 year old high school graduate young man who was supposed to have experience with autistic children. I was made to sign responsibility for his actions although I did not know him at all. His name was Pavel. In the very beginning I explained him what I was expecting him to do, what will his job be and what results and what outcome he should provide. Pavel agreed with everything, he was nice and said he understood everything. I wanted Pavel to feel good in his work as well, so I gave him my full trust. From the beginning Achmed was strongly closed off, he did not want to present himself in front of the others at all. Achmed had troubles with reading, it was necessary that Pavel and him were spending some of the lessons in different classroom practising reading and mainly so that Achmed can gain his lost self-confidence back. One day I went to check on them and I found out that the assistant did not work with Achmed while I was absent, that they were playing together, Achmed was rolling all over the floor etc. Of course, this approach of assistant Pavel made me angry. I made an appointment with Pavel, I told him what I did not like and I wanted him to tell me his comments or reservations. He agreed with all I said but the above mentioned situations repeated again and again, so I had to control his work strongly. The assistant's behaviour during the breaks was another problem. He was behaving just like the kids as if he were one of them, he did not care when the kids disrespected the class rules, he acted as if he had not seen it. Those situations escalated and

needed a lot of my energy and involvement with questionable results. Finally, I had to bring the issue to the school director and the assistant was changed after all.

As I mentioned above, first I kept trying to explain to the assistant what my expectations were and what was profitable for Achmed and other children, too.

Unfortunately, the result did not appear. Although the assistant agreed with all my comments and reservations and kept promising he would correct his failures, he still kept behaving same way. Achmed often refused working with the assistant and in the end I was happy when Pavel was absent. There was a tension and friction in all class and it was not good for the other children either.

I consider my trials and attempts as unsuccessful up to certain extent. I lacked support from the school management and faster steps to be taken in order to solve the conflicts. The management told me that they were agreeable with me in all aspects but that there was nothing they could do due to the lack of money and lack of another assistant. It might have been caused by the fact that from the beginning I kept trying to find a solution myself and it could have been a signal for the management that they do not need to take part in the conflict. This year I have a great assistant, I am totally satisfied with her, and Achmed likes her and the other children as well. But, as this work position is very badly paid for, she will have to quit this job and I fear already, who will be the next. In any case I will try to make the school management give me a chance to participate in choosing the new assistant next time.

8.3. Appendix C: Sample of teacher narratives elicited by the questionnaires

Sample teacher dilemma two

In the course of the first term of this school year I had discovered porn clips on mobile phones of three of my students and they presented them to the other pupils, too. One of the three who the recordings originated from, was a student with individual education plan due to ADHD. When I confronted him with his transgression, he kept trying to deny and negate reality. But we had enough proofs against him and the rest of the class labeled him as a culprit. The pupil after all confessed in front of the class, but at home he had a different explanation for his mother. His mother did not believe at all, that her son could have taken part in such a matter and she kept defending his innocence. When I organized a meeting of the pupil, his mother and myself, he tried to deny his guilt again. It made me angry but I had at my disposal the confession of the rest of the class that I showed to his mother at his presence. I was shocked, that after all these proofs they were not able to accept the truth – neither the child nor his mother. Finally the student was invited to the school director together with the other two culprits, where he could not bare the psychological pressure any longer and he pleaded his deeds – without the presence of his mother again, though. He never pleaded his guilt at the presence of his mother! Both of them kept blindly lying each other that nothing such could have happened. It was obvious that both of them – child and his mother – were completely out of the reality in all this case. Son's reasons were to avoid his mother's anger and her reasons were her limitless faith and love towards her son.

I wrote down the reports of the other students during our class-lesson. All of the students – except the one – finally agreed on same scenario of that case. I questioned all of the three children involved individually. I consulted the case with the behaviour counsellor of our school. I reached the final solution with help of the counsellor and school director's advice.

Such situation did not repeat again. The above mentioned case resulted in my ban on using mobile phones during lessons. I punished the students by extra work punishments with validity till the end of the school year. Two of the three "sinners" (one of them the problematic pupil with ADHD) do not seem to have learnt a lot from all this. The third one (also a student with individual education plan) is visibly trying to correct his behavior. I had never been in such situation before and I do not have a supply of possible punishments to various transgressions. I had to consult the case with more experienced colleagues. Next time I guess I would be more radical and give stricter penalties

8.4. Appendix D: Sample of teacher narratives elicited by the questionnaires

Sample teacher dilemma three

I have not experienced problems with such dilemmas, that would originate from disagreement of opinions. I do have my inner dilemma, though – how shall I evaluate the school performance of severe physically disabled students? They are mentally fully able, so while evaluating their intellectual skills I should be using same scale like for other students. On the other hand I realize, that their physical handicap (e.g. muscle dystrophia) consumes some portion of the child's concentration and energy (they get tired very quickly) so I do not know how strongly I should insist on their consistency and perfection in homeworks, concentration during the lessons etc. Another problem is evaluation of written tests. I have an inner tendency to evaluate the fact, that they are participating and that they actually managed to learn something rather than strictly insist on the given criteria.

My second typical dilemma, that is closely related to the previous one, is my feeling that the strictly individual approach that we provide to the children with various disabilities is something that all school children would deserve and should be provided with.

I always try to use my best feelings to decide in every single situation. I take part in forming the individual education plan (IEP) for the students, where some alleviations are embodied, we have regular meetings with other teachers of disabled students where we discuss this matter on regular basis, I discuss this issue with parents and assistants, but still, I always again and again in every single case reconsider, where my strict consistency is a benefit for the child and when it tends to be a pointless overexertion.

Every-day attempts to solve problems are an integral part of my job and for me it is a common issue. I am not able to find a final or unambiguous solution though, it is a permanent search for balance.